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ABSTRACT

A guide to 107 programs administered by the U.S. Department of Education, covering activities as of September 30, 1987, is represented in this 17th annual report to Congress. Program descriptions include: (1) program profiles (legislation, funding history, program purpose); (2) fiscal year (FY) 1987 departmental initiatives; (3) program information and analysis (e.g., population targeting, services, program administration, and outcomes), which emphasize evaluative findings for the first time to highlight management reforms and efforts to reduce program costs; (4) sources of information; (5) planned studies; and (6) contacts for further information. For some programs eligibility, improvement strategies, and subprograms are also described. The report foreword lists several departmental highlights. The report covers: 22 programs under the Office of Elementary and Secondary Education (e.g., Magnet Schools Assistance Program); 5 programs under the Office of Bilingual Education and Minority Language Affairs (e.g., Transition Program for Refugee Children); 29 programs under the Office of Special Education and Rehabilitative Services (e.g., Handicapped Regional Resource Centers Program); 7 programs under the Office of Vocational and Adult Education (e.g., Consumer and Homemaking Education); 30 programs under the Office of Postsecondary Education (e.g., Upward Bound); and 14 programs under the Office of Educational Research and Improvement (e.g., National Diffusion Newtork). The appendix lists evaluation contracts active in the Office of Planning, Budget, and Evaluation (OPBE) during FY 1987, including the funding amount, brief description, contractor and contract number, start and end dates, and OPBE project officers. An index to the 107 programs is also included. (LB)

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ANNUAL EVALUATION REPORT

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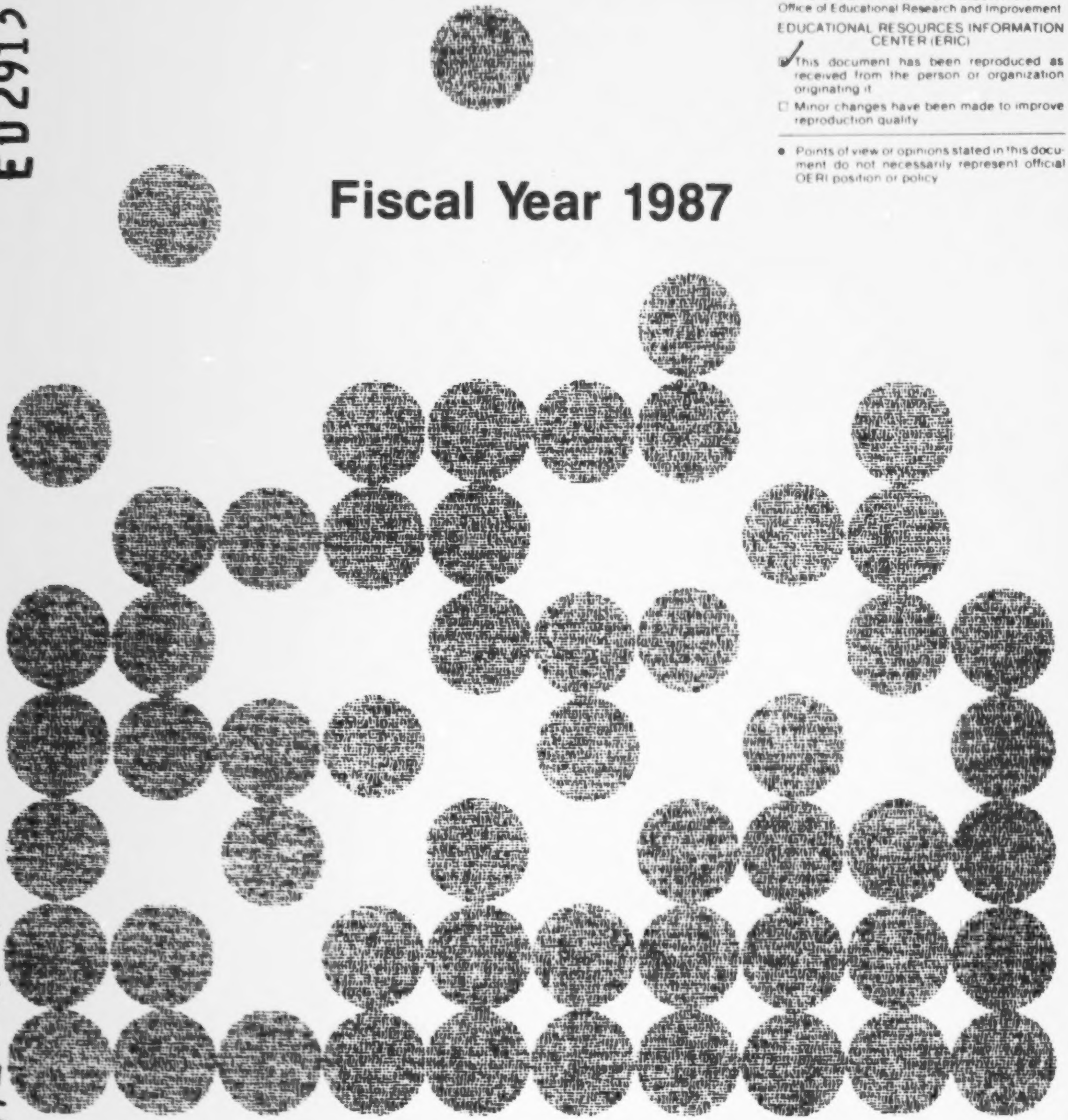

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ANNUAL EVALUATION REPORT

FISCAL YEAR 1987

U.S. DEPARTMENT OF EDUCATION
Office of Planning, Budget and Evaluation

FOREWORD

This is the 17th annual report to the Congress on federally funded education programs and the 8th such report submitted by the Department of Education. The Annual Evaluation Report responds to the congressional mandate in Section 417(a) and (b) of the General Education Provisions Act, as amended. This year, there is information on 107 programs administered by the Department during fiscal year 1987. The information in this report covers program activities as of September 30, 1987.

The focus and format were changed this year to make the report more readable and useful. The section on Program Information and Analysis emphasizes evaluation findings rather than program data. For the first time in several years, this section summarizes the findings of evaluation studies completed within the past 5 years. The new section on Departmental Initiatives replaces subsections on Progress and Accomplishments and Highlights of Activities, to summarize important management reforms and efforts to reduce program costs.

Some highlights from the information in this report are as follows:

- The National Assessment of Compensatory Education has confirmed that the ECIA Chapter 1 program is primarily an elementary school program offering instruction in reading and mathematics. Chapter 1 increases services primarily by increasing staff assigned to students. Services are typically provided outside the regular classroom for about 30 to 35 minutes daily. When time lost from the regular classroom is taken into account, Chapter 1 contributes little additional to instructional time.

  Students receiving Chapter 1 services showed larger increases in achievement test scores than comparable students who do not. However, they still perform substantially below the achievement level of more advantaged students. Students who discontinue participation in the Chapter 1 program appear gradually to lose the gains they made when receiving services. Chapter 1 students with very low achievement scores appear to maintain their relative academic positions; evidence suggests they would have lost ground without Chapter 1 services.

  Federal and State monitoring activities have declined under Chapter 1, but State and local administrators continue to devote substantial effort to ensuring compliance with Chapter 1's legal framework.

- As part of the Secretary's Initiative to Improve the Education of Disadvantaged Children, the Department published Schools That Work: Educating Disadvantaged Children, and Volume III of the Effective Compensatory Education Sourcebook during fiscal year 1987.

- In 1987, the Department began activities designed to establish and strengthen programs of drug abuse prevention and education at the State and local levels. Funds under the newly authorized Drug-Free Schools and Communities Act of 1986 are mostly distributed through formula grants to States and localities.

  The Department distributed more than 1 million requested copies of its publication Schools Without Drugs; established "The Challenge Campaign," a publicity program to promote joint school-community efforts in drug prevention; and conducted a congressionally mandated study on the nature and effectiveness of Federal, State, and local programs in drug prevention.

- Program data show that almost 25 percent of Pell grant recipients in postsecondary education were at proprietary institutions in fiscal year 1987, up from 15 percent in fiscal year 1983. About 57 percent of Pell grant recipients were at public institutions in 1987 (down from 63 percent in 1983), and about 18 percent were at private (non-profit) institutions (down from 22 percent).

- In fiscal year 1987, the Department began an evaluation of the Income-Contingent Loan Demonstration program. Ten colleges, with $5 million in appropriated funds for loans, are participating in the demonstration program.

- In response to congressional concern, the Rehabilitation Services Administration (RSA) in the Office of Special Education and Rehabilitation Services conducted a national assessment of personnel shortages and training needs. The study is helping RSA to target funds for training rehabilitation personnel to areas of identified personnel shortages.

I welcome your suggestions on making the Annual Evaluation Report more useful in your work.

Bruce M. Carnes
Deputy Under Secretary for
Planning, Budget and Evaluation

For copies while our limited supply lasts, contact:

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ACKNOWLEDGMENTS

Again in fiscal year 1987, the Planning and Evaluation Service (PES) in the Office of Planning, Budget and Evaluation continued the effort to improve the technical and editorial quality of the Annual Evaluation Report. Division Directors Valena Plisko, Ricky Takai, and Jay Noell reviewed all chapters on appropriate programs. Edward Glassman was again responsible for managing report preparation, with support from Sandra Richardson and Yolanda Marshall. All analysts and all secretaries in PES contributed through writing, revising, and typing report chapters. Each program office helped with comments on draft chapters about its own programs. As in past years, the Budget Service in the Office of Planning, Budget and Evaluation, the Office of the Under Secretary, and the Office of General Counsel made valuable corrections in draft materials for the entire report. The Public Affairs Service in the Office of Planning, Budget and Evaluation prepared the index to the report.

Alan L. Ginsburg, Director
Planning and Evaluation Service

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OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

EDUCATION OF DISADVANTAGED CHILDREN (CHAPTER 1, ECIA)
FORMULA GRANTS TO LOCAL EDUCATION AGENCIES
(CFDA No. 84.010)

I. PROGRAM PROFILE

Legislation: The Education Consolidation and Improvement Act (ECIA) of 1981, Chapter 1, P.L. 97-35, as amended (20 U.S.C. 3801-3808, 3871-3876) (expires September 30, 1988).

Purpose: To provide financial assistance to local educational agencies (LEAs) to meet the special educational needs of educationally deprived children residing in low-income areas.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$1,015,153,000	1983	$2,727,588,000
1970	1,219,000,000	1984	3,003,680,000
1975	1,588,000,000	1985	3,200,000,000
1980	2,731,682,000	1986	3,062,400,000
1981	2,611,387,000	1987	3,453,500,000
1982	2,562,753,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department's legislation for the reauthorization of Chapter 1, which was developed this year, contained numerous provisions for increasing accountability at both local and state levels. Many of these were incorporated into H.R.5 and S.373.

Fiscal year 1987 was the fourth year of the Secretary's Initiative to Improve the Education of Disadvantaged Children. As part of this initiative, State educational agencies were asked to identify, for possible national recognition, projects or programs that demonstrate successful strategies for helping disadvantaged children upgrade their performance in basic skills. The Department received 208 nominations, of which 108 were selected for recognition and national dissemination.

During this fiscal year, Volume III of the Effective Compensatory Education Sourcebook was published. This volume contains profiles of 130 outstanding Chapter 1 programs recognized by the Department in 1986.

During 1987, the Department also published Schools that Work: Educating Disadvantaged Children to provide reliable and practical information on what works in educating these children and to encourage these practices and help foster more successful schools.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In school year 1986-87, Chapter 1 served more than 4.5 million children.

The U.S. General Accounting Office (GAO) in a January 1987 report examined the extent to which Chapter 1 reading participants were properly selected (IV.1). GAO reviewed records of 8,218 students in grades 2 and 4 in 58 schools, 17 school districts, and eight states.

The GAO study concluded that the Chapter 1 programs were conducted in schools that had the highest concentrations of low-income children within the district. The neediest of the educationally deprived students in those schools were selected for services.

The National Assessment of Chapter 1, in its final report, The Current Operation of the Chapter 1 Program, (IV.2) reported these findings:

- More than 90 percent of all school districts receive Chapter 1 funds; three-quarters of all elementary schools and one-third of all secondary schools provide Chapter 1 services.
- Districts generally select schools with high percentages of poor students; they select students on the basis of low achievement.
- Almost 90 percent of elementary schools with high poverty rates receive Chapter 1 services; those that do not are located in districts where poverty rates are above the national midpoint.
- Many students with very low achievement levels by national standards do not receive Chapter 1 services; such children are usually located in schools not served by Chapter 1.
- In schools with high concentrations of poor children, achievement is likely to be lower for all students, not just the poor.

Services

Among the key findings of the final volume of the National Assessment of Chapter 1 were these (IV.2):

- Chapter 1 is primarily an elementary school program offering instruction in reading and mathematics. Chapter 1 increases primarily by increasing staff assigned to students, not total time. Services are typically provided outside the regular classroom for about 30 to 35 minutes daily. When time lost from the regular classroom is taken into account, Chapter 1 contributes little additional to overall instructional time.

- Most Chapter 1 programs include two elements of effective education:
  - *small-group instruction*: about three-quarters of all Chapter 1 teachers provide instruction in groups of eight students or fewer; and
  - *teacher competence*: more than 90 percent of the Chapter 1 elementary schools employ teachers to provide instruction either alone or with an aide's assistance; these teachers' educational level and years of experience are similar to those of non-Chapter 1 teachers.
- Two characteristics of effective schools--a safe, orderly climate and parental involvement--occur less often in Chapter 1 schools with high poverty rates than Chapter 1 schools with low poverty rates.
- Since the Supreme Court's decision in *Aguilar* v. *Felton* in 1985, the number of private school students served with Chapter 1 funds has declined, from 184,500 in school year 1984-85 to 128,000 in school year 1985-86.

The GAO in an August 1987 report also reviewed the impact of the *Aguilar* v. *Felton* decision on 15 school districts that varied in size, geographic setting, and on the number of students attending private, sectarian schools (IV.3). The GAO review indicated that districts across the country generally settled on one or more of several common service delivery methods--public schools, neutral sites (stores, houses, libraries), mobile vans, portable classrooms, and computers. Implementing new service delivery methods was costly. The number of private, sectarian students served in the 15 districts dropped from 28,880 to 15,145 between the school years 1984-85 and 1985-86, but rose to 21,566 in school year 1986-87.

Program Administration

The final report of the National Assessment of Chapter 1 reporting the following findings on the administration of Chapter 1 (IV.2):

- Most States and school districts demonstrate and document compliance with Chapter 1 in ways similar to those under Title I, even where Federal requirements have changed.
- State and local practices have changed most in the areas of parental involvement (the number of advisory councils has decreased) and determination of the comparability of services (fewer calculations are performed and fewer districts shift resources among schools).
- Federal and State monitoring activities have declined under Chapter 1, but State and local administrators continue to devote substantial effort to ensuring compliance with Chapter 1's legal framework.
- Program improvement activities under Chapter 1 have increased at the Federal level. Most States devote relatively few administrative resources to program improvement, and school districts vary widely in their attention to improvement activities.

- At the Federal and State levels, the Chapter 1 program is administered by fewer staff than was Title I. At the local level, the number of staff for some special functions has declined considerably. The change from Title I to Chapter 1 had little effect on the perceived responsibilities of most State and school district administrators.

The GAO published a report in August 1987 titled Compensatory Education: Chapter 1's Comparability of Services Provision (IV.4). The study reported the following conclusions:

- The current statute still retains the basic Title I requirement that children in areas receiving Chapter 1 assistance receive state and local services comparable to those received by children in areas without Chapter 1 assistance.
- Under Chapter 1 most states have adopted less restrictive means of measuring comparability and therefore variances between Chapter 1 and non-Chapter 1 schools in the same school district have generally been permitted to increase.
- States no longer uniformly require local school districts to retain documentation of comparability.

The report recommends corrective actions to be taken by the Secretary.

Outcomes

The second report of the National Assessment of Chapter 1, The Effectiveness of Chapter 1 Services, was published in 1986 (IV.5). It synthesized evidence regarding the effectiveness of Title I and Chapter 1 programs. Its key findings included the following:

- The achievement of disadvantaged students has improved since 1965, especially in reading, relative to the achievement of the general population. The impact of Chapter 1 on these performance gains is, however, unknown.
- Students receiving Chapter 1 services experience larger increases in achievement test scores than comparable students who do not. However, they still perform substantially below the achievement level of more advantaged students.
- Students participating in Chapter 1 mathematics programs gain more than those participating in Chapter 1 reading programs.
- Students in Chapter 1 programs in the early elementary grades gain more than students in later-grade programs.
- Students who discontinue participation in the Chapter 1 program appear gradually to lose the gains they made when receiving services.
- Chapter 1 students with very low achievement scores appear to maintain their relative academic positions; evidence suggests they would have lost ground without Chapter 1 services.

IV. SOURCES OF INFORMATION

2. The Current Operation of the Chapter 1 Program (Washington, DC: National Assessment of Chapter 1, Office of Educational Research and Improvement, U.S. Department of Education, 1987).

1. Compensatory Education: Chapter 1 Participants Generally Meet Selection Criteria (Washington, DC: U.S. General Accounting Office, 1987).

3. Compensatory Education: Chapter 1 Services Provided to Private Sectarian School Students (Washington, DC: U.S. General Accounting Office, 1987).

4. Compensatory Education: Chapter 1's Comparability of Services Provision (Washington, DC: U.S. General Accounting Office, 1987).

5. The Effectiveness of Chapter 1 Services (Washington, DC: National Assessment of Chapter 1, Office of Educational Research and Improvement, U.S. Department of Education, 1986).

V. PLANNED STUDIES

A number of studies are planned to start in FY 1988, include the following:

- A Study of Academic Instruction in Chapter 1 Programs and in Standard School Programs--will examine instruction that Chapter 1 participants receive in relation to regular school programs; will evaluate curricular exposure and teacher quality to address concerns about tracking, lower standards, and lower-quality instruction for disadvantaged children. Will also provide data concerning the accountability of Chapter 1 programs for providing high-quality, effective instruction for students.

- Study of Strategies for Adding Time to Chapter 1 Instruction--will follow up on the Chapter 1-mandated study finding that Chapter 1 adds little instructional time, by examining approaches to extending the school day, week, or year for disadvantaged students. These approaches will be analyzed in terms of their educational value, cost, and effect.

- Case Studies of Effective Service Delivery Programs to Nonpublic Chapter 1 Students--will focus on identifying and describing programs that effectively deliver services to nonpublic Chapter 1 students and meet all requirements of Aguilar v. Felton.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 732-4682

Program Studies : Valena Plisko, (202) 732-1958

MIGRANT EDUCATION PROGRAM (CHAPTER 1, ECIA)
FORMULA GRANTS TO STATE EDUCATION AGENCIES TO MEET THE SPECIAL EDUCATIONAL NEEDS OF MIGRATORY CHILDREN
(CFDA No. 84.011)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA) of 1981, Chapter I, P.L. 97-35, as amended (20 U.S.C. 3851) (expires September 30, 1988).

Purpose: To establish and improve programs to meet the special educational needs of migratory children of migratory agricultural workers or fishers. In addition, the program provides financial assistance to improve the interstate and intrastate coordination activities required of State and local migrant education programs funded under Chapter 1, as amended.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 9,737,847	1983	$255,744,000
1970	51,014,000	1984	258,024,000
1975	91,953,000	1985	264,524,000
1980	245,000,000	1986	253,149,000
1981	266,400,000	1987	264,524,000
1982	255,744,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

In FY 1987 the Department awarded 52 Basic grants to the States for a total of $257,458,400. Grants ranged from $43,187 to $82,256,344.

The Department has increased its monitoring activities--within the past 3 years; all but one of the Basic Grants has been reviewed.

From 1981 to 1986, the interstate and intrastate coordination (Section 143 grants) program operated as a small discretionary grants program, with State educational agencies (SEAs) as the only eligible offerors. In FY 1987, the vehicle used in making awards shifted from grants to contracts; SEAs remain the only eligible offerors.

Several new Section 143 contracts designed to improve coordination, project staff expertise, and information sharing were awarded in FY 1987. These included two Migrant Education Support Centers, a materials clearinghouse and an examination of migrant secondary school practices. An examination of local project's identification and recruitment practices was also begun in FY 1987. Results will be available in early FY 1988.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

According to data from the Migrant Student Record Transfer System (MSRTS), 541,384 children were identified as eligible and enrolled on the MSRTS in FY 1987 (IV.1).

The Basic Grants program served approximately 366,000 students in FY 1987, according to information provided annually by the States. States with more than 10,000 participants were California, Texas, Florida, and Arizona. Together these States accounted for 61 percent of the total number of program participants. States with fewer than 100 participants were New Hampshire, West Virginia, Rhode Island, District of Columbia, and South Dakota (IV. 2).

According to case studies of six State programs, although State or regional agencies encourage local site participation, a few sites have chosen not to participate despite having large migrant populations (IV. 3).

Project staff from the 10 local sites included in the case studies indicated that currently and formerly migratory children have similar needs for educational and support services. Because of this, and despite the statutory requirements that currently migratory children have priority for program services over formerly migratory children, students in the 10 sites were selected to receive services mainly according to their individual needs, not according to their migratory status (IV. 3).

Fifty-two percent of program participants were classified as formerly migrant (students who had not moved within the past year); 30 percent were classified as currently migrant across States (students who had moved across State lines within the past year); and 18 percent were classified as currently migrant within a State (students who had moved from one school district to another in the same State) (IV. 2).

Ninety-six percent of program participants were children of agricultural workers, and 4 percent were classified as children of fishers. Two-thirds of the program participants were Hispanic (IV. 2).

Eighty-one percent of the migrant students in the regular term (1984-85 school year) were in grades K-8, compared with only 68 percent of the national student enrollment in the fall of 1985 (IV. 2).

Services

The program emphasized reading and mathematics instructional services. In the regular term, 47 percent received reading instruction and 33 percent received mathematics instruction. In the summer term, 58 percent received reading and 61 percent received mathematics instruction. In addition, 17 percent of the regular term participants and 34 percent of the summer-term participants received English-to-Limited-English instruction (IV. 2).

In addition, a wide range of support services was provided to migrant participants. In the regular term, 32 percent received attendance, social work, and guidance services, while 25 percent received health services. In the summer term, 55 percent received transportation services, 43 percent received attendance, social work, and guidance services, and 35 percent received health services (IV. 2).

In the 10 local districts visited for the case studies, teachers observed that they were more likely to use district records--or their own judgment--than information from MSRTS for determining students' instructional background and needs. When used by district staff, MSRTS records provide information regarding elementary students' medical histories, secondary students' credit accrual, and students' educational experiences that reinforce teacher judgment. State staff interviewed for the case studies found MSRTS to be useful for formula allocations (IV. 3).

The review of interstate and intrastate coordination projects found that one third of all the Section 143 grants projects focused on secondary school services. Principal activities conducted by projects include training, technical assistance, curriculum development, data base development, resource guide development, development of evaluation and assessment materials, dissemination, and research (IV. 4).

The study also found that most Section 143 grant projects produced materials for dissemination including curriculum guides, training packages, newsletters, brochures and pamphlets, and resource guides and directories. Many grants produced several kinds of products. Although these products are widely disseminated at the State level, local education agencies (LEAs) showed little awareness of Section 143 projects, except for activities in which their State education agencies (SEAs) were heavily involved (IV. 4).

Teachers, teacher aides, and staff providing support services were the dominant staff categories in terms of the number of staff full-time equivalents (FTEs) in both regular and summer terms. Of the total staff FTEs in the regular term, 29 percent were teachers, 46 percent were teacher aides, and 8 percent were staff providing support services. In the summer term, 34 percent were teachers, 35 percent were teacher aides, and 12 percent were staff providing support services (IV. 2).

Program Administration

Although the statute identifies the Chapter 1 migrant program as a State-administered program, control over program decisions is exercised at the local level. For example, many States do little to review project applications or to monitor project activities. In addition, although the States share the responsibility (and receive discretionary funds) for improving interstate and intrastate coordination, local initiative is often the only source for interstate and intrastate coordination of migrant educational services (IV. 3).

State applications generally under-report the amount of program expenditures used for administration of the Migrant Education program. For example, regional office costs are sometimes listed as State agency charges and sometimes as local agency charges. Some statewide program costs, such as those for evaluation and nonproject operating agencies, are not listed in the summary budgets. Indirect cost rates are not always presented in the State budgets and are never presented in the regional and local agency budgets (IV. 3).

The expenditure category of "identification and recruitment" is misleading because, in the 10 districts examined in the case study, these activities mainly involved recertification of previously identified children (IV. 3).

From FY 1981 to 1986, the Department made 108 awards for 53 discrete Section 143 grants. Awards totaled $13,849,206. Forty-nine of the grants awarded were new and 59 were continuations. The average number of grants awarded each year was 18. Twenty-one States have been grantees. Together, New York and Pennsylvania have received 47 percent of the funding and 45 percent of total awards. Although SEAs are the only eligible agencies, less than half (46 percent) of the projects were actually based at an SEA. University-based projects, funded via subcontracts with the SEA, were also prevalent (36 percent), particularly in New York, California, and Georgia (IV. 4).

Most Section 143 grants involved one or more other States in a "cooperating" status. Only West Virginia never participated as a cooperating State. The mean for all States was 14. The responsibilities associated with being a cooperating State ranged from perfunctory involvement to development of one or more of the planned products of a Section 143 grant (IV. 4).

Many Section 143 projects did not have a true coordination focus. State and local personnel did not, when applying for and operating these grants, clearly differentiate between the general educational needs of migrant students and the subset of those needs, such as secondary school credit and transfer, that can best be addressed through interstate and intrastate coordination. Inability to complete planned activities was common in Section 143 grants. Although substantial coordination may be occurring person to person or school district to school district, the extent of this is unknown (IV. 4).

Outcomes

Achievement data for the 1984-85 school year were submitted voluntarily to the Department by 37 States, including 30 of the 48 States offering regular-term programs and 20 of the 41 States offering summer term programs. Because no standardized Federal reporting requirements for achievement are in place and States have great latitude in establishing statewide requirements, the achievement data reported lacked consistency and could not be used to develop a national-level analysis (IV. 2).

Improvement Strategies

The Department is pressing for stronger SEA leadership in directing the administration of the Basic Grant program. A recent letter sent by the Director of the Office of Migrant Education to the Chief State School Officers pointed out that the SEAs have a legal responsibility to ensure that, on a statewide basis, "priority needs of migrant children are determined and services provided to meet those needs, children are served according to legal priorities, recruitment practices meet the legal requirements, Migrant education services are coordinated with other services and with other States and that only services described in the approved State plan will be funded" (IV. 5).

The Department needs to define future Section 143 program needs more clearly, so as to distinguish between student needs in migrant education and interstate or interdistrict coordination needs in migrant education (IV. 4).

Unlike the House-passed version of H.R.5 which requires that MSRTS be a sole source contract awarded to the current incumbent unless more than fifty percent of the State directors indicate in writing to the Secretary that a change is required, the Senate-passed version of H.R.5 has language which allows MSRTS to be competed periodically (IV.6).

The Department plans to bring about wider dissemination of Section 143 grant products and other materials related to migrant education by establishing, in FY 1988, a clearinghouse through which these Section 143 products and reports can be readily obtained.

The Department is attempting to upgrade the expertise of local and State Migrant Education personnel by establishing a set of three Migrant Educational Support Centers. Funded as contracts under the new Section 143 requirements, these centers will provide training and assistance in curriculum and instruction, program management, evaluation, and program improvement. Two support centers were awarded in FY 1987: one to serve central stream projects and one to serve western stream projects. The third center, which will serve eastern stream projects, will be awarded in early FY 1988.

The Department has encouraged State and local projects to work with the Chapter 1 Technical Assistance Centers (TACs) to develop evaluations that will provide data useful for local, State, and national analysis and program improvement.

The Department has begun to examine local identification and recruitment practices and migrant secondary school project activities in an effort to determine whether there are educational practices that are unusually effective in serving migrant students.

IV. SOURCES OF INFORMATION

1. MSRTS Management Report 1-A, FTE Distribution Summary Report (2/9/87).
2. A Summary of Participation and Achievement Information as Reported by State Migrant Education Programs for Fiscal Year 1985, Volumes I and II (Washington, DC: Decision Resources Corporation, April, 1987).
3. Case Studies of the Migrant Education Program (Washington, DC: Policy Studies Associates, Inc., July 1987).
4. Descriptive Study of the Migrant Education Section 143 Interstate and Intrastate Coordination Program, (Washington, DC: Policy Studies Associates, Inc., March 1987.
5. Letter to the Chief State School Officers from John F. Staehle, Director of the Office of Migrant Education, (Washington, DC: July 1987).

6. H.R.5. Section 1203(a)(2); and S.373, Section 1203(a)(2); 100th Congress, First Session.

V. PLANNED STUDIES

A multiyear national study of the program is also being planned to begin in late FY 1988. In addition, in FY 1988, the Department will analyze and report on State-reported participation and achievement data for the 1986-87 school year. A review of educational practices and programs for Migrant Secondary School students will also begin in FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Staehle, (202) 732-4746

Program Studies : Valena Plisko, (202) 732-1958

FORMULA GRANTS TO STATES FOR NEGLECTED OR DELINQUENT CHILDREN
(CFDA No. 84.013)

I. PROGRAM PROFILE

Legislation: The Education Consolidation and Improvement Act (ECIA) of 1981, Chapter 1, P.L. 97-35, as amended (20 U.S.C. 3803(a)(2)(c), incorporating 20 U.S.C. 2781-2783) (expires September 30, 1988).

Purpose: To provide financial assistance for compensatory education to State agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 2,262,000	1983	$32,616,000
1970	16,006,000	1984	32,616,000
1975	26,821,000	1985	32,616,000
1980	32,392,000	1986	31,214,000
1981	33,975,000	1987	32,616,000
1982	32,616,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

During fiscal year 1987, five successful Neglected or Delinquent programs were identified for national recognition and dissemination as part of the fourth year of the Secretary's Initiative to Improve the Education of Disadvantaged Children. The two successful programs identified in 1986 were included in Volume III of the Effective Compensatory Education Sourcebook, published in 1987.

Legislation developed for the Chapter 1 reauthorization by the Department in FY 1987 permits states to set aside 10 percent of their Neglected or Delinquent allocation to provide needed transition services.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Information on the Neglected or Delinquent program is provided by State performance reports and a 1986 case study of operations in three States (IV).

Population Targeting

Approximately 59,000 students were served in 591 institutions. Approximately 56 percent of those served were in institutions for the delinquent, 39 percent were in adult correctional facilities, and 5 percent were in institutions for the neglected. Typical recipients of services were males in their mid- to late-teens who had achievement scores well below the average for their age group.

Services

Chapter 1 Neglected or Delinquent programs generally provide supplementary reading, language arts, and mathematics instruction. A pullout model of small classes is used most frequently.

Transitional services for students in correctional facilities are minimal. There is little coordination among community service agencies, parole personnel, and institutional staff.

Program Administration

Despite their not having education as a primary mission and not being located within the State education system, State applicant agencies (SAAs) play a substantial role in program administration. They develop projects, select program sites, outline the structure of the Chapter 1 programs, and oversee facility operations.

State educational agencies review and approve SAA applications and respond to questions from the SAAs and facilities. However, they provide little onsite technical assistance or monitoring.

At the facility level, there is regular contact between the Chapter 1 program and the basic education programs.

Compliance with program requirements occasionally is problematic. Program staff are sometimes unaware of program requirements, which must be transmitted along a lengthy administrative chain from the Federal to the local level.

IV. SOURCES OF INFORMATION

An Analysis of the ECIA Chapter 1 State Program for Neglected or Delinquent Children (Washington, DC: Policy Studies Associates, 1986).

V. PLANNED STUDIES

A 3-year national study of the Neglected or Delinquent program began in fall 1987 and will be completed in fall 1990. The study includes descriptive, longitudinal, and effective practices components.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 732-4682

Program Studies : Valena Plisko, (202) 732-1958

EDUCATION BLOCK GRANT (CHAPTER 2, ECIA)
CONSOLIDATION OF ELEMENTARY AND SECONDARY EDUCATION PROGRAMS
(CFDA No. 84.151)

I. PROGRAM PROFILE

Legislation: The Education Consolidation and Improvement Act (ECIA) of 1981, Chapter 2, P.L. 97-35, as amended (20 U.S.C. 3811-3876) (expires September 30, 1988).

Purpose: To help State educational agencies (SEAs) and local educational agencies (LEAs) improve elementary and secondary education through consolidation of 42 elementary and secondary education programs into a single authorization; to reduce paperwork and assign responsibility for the design and implementation of Chapter 2 programs to LEAs. SEAs have the basic responsibility for the administration and supervision of Chapter 2 programs.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1982	$442,176,000	1985	$500,000,000
1983	450,655,000	1986	478,403,000
1984	450,655,000	1987	500,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department submitted its ECIA reauthorization proposal to Congress to better focus Chapter 2 on activities related to school reform and educational improvement.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Nationally, Chapter 2 activities tend to serve all types of students, focusing neither on particular grade levels nor on particular student groups. Within districts, activities are often targeted to particular types of students; for instance, gifted and talented students are likely to be the focus of curriculum development, whereas economically and educationally disadvantaged students tend to receive instructional services (IV.1). Approximately 14,000 districts received Chapter 2 services in 1986-87.

Services

Studies have found that districts support more kinds of activities under Chapter 2 than they did under the antecedent programs; the trend toward diversification has become more pronounced with each succeeding year. The limiting factor seems to be grant size, as larger districts tend to have more activities than small ones (IV.1).

Districts tended to expend their Chapter 2 funds in the following proportions (IV.1):

- One-third for computer applications (including hardware and software);
- One-third for libraries/media centers (including materials and equipment); and
- One-third evenly divided among curriculum development, staff development, instructional services, and student support services.

Forty-two percent of all districts have eligible private schools, and 88 percent of these districts have provided services to private school students, predominantly through libraries/media centers and computer applications. The amount of money spent nationally on services to private school students is three times the total under the antecedent programs (IV.3).

LEA Use of Funds: In FY 1985, 99 percent of the Nation's school districts received Chapter 2 funds in FY 1985, totaling approximately $350 million. Eighty-eight percent of the districts with eligible private schools provided services to private school students; on average, 14 percent of a district's Chapter 2 funds supported these services. The median district allocation for the Nation was $6,422, with grant amounts averaging $7 to $9 per child. Comparable data for FY 1986 will not be available until January 1988 (IV.2).

Program Administration

Direct involvement of parents and citizens in Chapter 2 decisionmaking has not been fully achieved, although community preferences do influence district program decisions (IV.1).

Interactions between districts and their SEAs are usually trouble-free and mainly involve procedural matters. Districts' concerns about monitoring or auditing are minimal, either because such activities have not yet occurred or because, where monitoring does occur, SEAs are following well-established (and understood) practices (IV.1).

The House Appropriations Committee in 1987 specifically directed the Department to provide information on how the state set-aside is spent (Report 99-711). The consequent report, An Evaluation of the ECIA Chapter 2 State Set-Aside by Policy Studies Associates, Washington, DC, reviewed the ways that five selected SEAs are using the Chapter 2 set-aside funds. These setaside funds, which represent up to 20 percent of each State's block grant, totaled about $95 million in FY 1987.

The major findings of the study are as follows:

- The SEAs generally use most of the set-aside in one of two ways: to provide support for the day-to-day operations of the SEA or to provide services to school districts. Three of the five sample States use at least half of the set-aside for ongoing SEA matters. For example, Chapter 2 money is used to pay the salaries of janitors, a payroll clerk, a duplicating machine operator, and a civil defense expert.

- SEAs do not generally treat the Chapter 2 set-aside as a separate program with attendant planning, goal setting, or evaluation of accomplishments.

- The five SEAs spend between 3 and 12 percent of the set-aside on administering Chapter 2, such as operating the application process for formula funds, distributing funds to districts, monitoring, and preparing the State application and evaluation.

- The five States commit 12 percent or less of the set-aside to their educational reform programs.

- Oversight of set-aside uses is limited; Chapter 2's accountability mechanisms for set-aside uses do not permit review at either the Federal or State level.

The study also suggests that this pattern in Chapter 2 set-aside uses was often set by the antecedent programs, Title V of the Elementary and Secondary Education Act, one of which authorized funds for strengthening SEAs. However, a Governor, State legislature, or Chief State School Officer can establish a policy climate that encourages the allocation of funds for educational improvement activities or direct services to school districts, as opposed to the allocation of funds for State agency operations (IV.4).

Outcomes

Chapter 2 has fully or partially supported the introduction of computer technology into three-quarters of the Nation's school districts (IV.1).

Chapter 2 contributes to educational improvement in three ways:

(1) Through the provision of new instructional equipment and materials;
(2) Through improvement of curriculum and teaching staff competency; and
(3) Through the provision of services to students (IV.1).

IV. SOURCES OF INFORMATION

1. A National Study of Local Operations Under Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) (Menlo Park, CA: SRI International, March 1986).

2. State Chapter 2 applications and evaluation reports, 1985.

3. Education Block Grant: How Funds Reserved for State Efforts in California and Washington Are Used (Washington, DC: U.S. General Accounting Office, May 1986).

4. An Evaluation of the ECIA Chapter 2 State Set-Aside (Washington, DC: Policy Studies Associates, Inc., September 1987).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Zulla Toney, (202) 732-4156

Program Studies : Valena Plisko, (202) 732-1958

GENERAL ASSISTANCE TO THE VIRGIN ISLANDS
(No CFDA number)

I. PROGRAM PROFILE

Legislation: Education Amendments of 1978, Title XV, Part C, Section 1524, P.L. 95-561, as amended by the Education Amendments of 1984, P.L. 98-511 (expires September 30, 1989).

Purpose: To provide general assistance to improve public education in the Virgin Islands.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1980	$3,000,000	1984	$1,920,000
1981	2,700,000	1985	2,700,000
1982	1,920,000	1986	4,784,000
1983	1,920,000	1987	5,000,000

II. FY 1987 DEPARTMENT INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Services include general maintenance and repair of school buildings; asbestos abatement; classroom construction; and the provision of textbooks, materials, and supplies.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

A small-scale assessment of the adequacy of educational resources in the Virgin Islands was begun by the Office of Planning, Budget, and Evaluation in late FY 1987 and will be completed in FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Zulla Toney, (202) 732-4156

Program Studies : Valena Plisko, (202) 732-1958

CIVIL RIGHTS TECHNICAL ASSISTANCE AND TRAINING
(CFDA No. 84.004)

I. PROGRAM PROFILE

Legislation: The Civil Rights Act of 1964, Title IV, P.L. 88-352, (42 U.S.C. 2000c-2000c-2) (no expiration date).

Purpose: To award grants to State education agencies (SEAs) and desegregation assistance centers to help them provide technical assistance and training at the request of public school districts to cope with educational problems occasioned by desegegration on the basis of race, sex, and national origin.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 8,028,000	1983	$24,000,000
1970	17,000,000	1984	24,000,000
1975	26,700,000	1985	24,000,000
1980	45,667,000	1986	22,963,350
1981	37,111,000	1987	24,000,000
1982	24,000,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

Through new program regulations published July 1, 1987, the Department has initiated changes to reduce the paperwork burden, cut administrative costs, and strengthen the program. The number of desegregation assistance centers has been reduced from 40 to 10, each of which must be responsible for providing technical assistance and training in all three desegregation assistance areas--race, sex, and national origin in its geographic region. SEAs now submit one application to cover all desegregation assistance they wish to provide, rather than separate applications for each area of desegregation assistance.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Steven L. Brockhouse, (202) 732-4342

Program Studies : Valena Plisko, (202) 732-1958

FOLLOW THROUGH--GRANTS TO LOCAL EDUCATION AGENCIES AND OTHER PUBLIC AND PRIVATE NONPROFIT AGENCIES, ORGANIZATIONS AND INSTITUTIONS TO PROVIDE COMPREHENSIVE SERVICES TO LOW-INCOME CHILDREN IN KINDERGARTEN AND THE PRIMARY GRADES
(CFDA No. 84-014)

I. PROGRAM PROFILE

Legislation: The Follow Through Act, Title VI, Public Law 97-35, as amended by the Human Services Reauthorization Act of 1986 (42 U.S.C. 9861-9868) (expires September 30, 1990).

Purpose: To sustain and augment in kindergarten and the primary grades the gains that children from low-income families make in Head Start and other preschool programs of similar quality by (1) providing comprehensive services that will help these children develop to their full potential, (2) achieving active participation of parents, (3) producing knowledge about innovative educational approaches specifically designed to assist these children in their continued growth and development, and (4) demonstrating and disseminating effective Follow Through practices.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1968	$15,000,000	1983	$19,440,000
1970	70,300,000	1984	14,767,000
1975	55,000,000	1985	10,000,000
1980	44,250,000	1986	7,176,000
1981	26,250,000	1987	7,176,000
1982	19,440,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department proposed major new regulations for the program in 1987.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

A local Follow Through project must serve primarily low-income children enrolled in kindergarten and primary grades who have participated in a full-year Head Start or similar preschool program, including other federally assisted preschool programs of a compensatory nature.

Fifty percent of the children enrolled in projects are from low-income families and 50 percent of the children have had preschool.

Services

Typically, projects--

- o implement an innovative educational approach specifically designed to improve the school performance of low-income children in kindergarten and the primary grades;
- o orient and train Follow Through staff, parents, and other appropriate personnel;
- o provide for the active participation of Follow Through parents in the development, conduct, and overall direction of the local project;
- o provide health, social, nutritional, and other support services to aid the continued development of Follow Through children; and
- o demonstrate and disseminate information about effective Follow Through practices for the purpose of encouraging adoption of those practices by other public and private schools.

Administration

The final Follow Through regulations were published October 19, 1987, in the Federal Register and are effective for projects in the 1988-89 school year. They provide for a significant redirection of the program by placing greater emphasis on the demonstration and dissemination of effective approaches.

Competition for grants for the 1988-89 school year is open to new applicants for the first time since the inception of Follow Through in 1968.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

The sum of $314,681 from the FY 1986 appropriation, an amount available because five existing grantees did not reapply, was granted to the Model Sponsors to support production of a comprehensive report on the contributions of Follow Through to compensatory education. The report is expected in January 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 732-4682

Program Studies : Valena Plisko, (202) 732-1958

SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS (IMPACT AID): MAINTENANCE AND OPERATIONS (CFDA No. 84.041)

I. PROGRAM PROFILE

Legislation: School Assistance in Federally Affected Areas Act, P.L. 81-874 as amended (20 U.S.C. 236) (expires September 30, 1988).

Purpose: Impact Aid is intended to compensate local school districts for burdens placed on their resources by Federal activity, either through Federal ownership of property in the district (which, because it is tax-exempt, may decrease funds available for education), or through the addition of "federally connected children" to the number of students that it would ordinarily need to educate. "A" children are those who both live and have parents who work on Federal property; and "B" children are those who either live or have parents who work on Federal property. Included in these categories are children living on or having parents who work on Indian lands, and children who have a parent who is on active duty in the uniformed services.

The amount of aid a district is entitled to receive varies with the classification of the children; the amount is highest for "A" children, who presumably strain local resources most. Extra aid is given for handicapped children of military families or families living on Indian lands. A minimum of 3 percent or 400 children in a district must be federally connected for a district to receive aid. In addition, so-called Section 6 schools, primarily for children of military families, are funded by the Department of Defense (DOD) under Impact Aid. There is also a provision for aiding districts affected by natural disasters.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1951	$ 28,700,000	1982	$437,000,000
1965	332,000,000	1983	460,200,000 2/
1970	507,900,000	1984	580,300,000 3/
1975	636,016,000	1985	675,000,000
1980	792,000,000 1/	1986	665,975,000 4/
1981	706,750,000	1987	695,000,000

1. Includes $20 million supplemental appropriation for disaster assistance.
2. Amount provided by the 1983 continuing resolutions.
3. Includes $15 million supplemental appropriation for disaster assistance.
4. Includes $20 million supplemental appropriation for disaster assistance.

II. FY 1987 DEPARTMENTAL INITIATIVES

Manuals have been prepared detailing standard operating procedures for the Impact Aid program components of maintenance and operations and disaster assistance, and the functional areas of payments and property certification.

The technology for tracking applications and audits and calculating entitlements has been upgraded.

The final regulations for determining eligibility for Section 3 payments are being implemented.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Impact Aid is paid directly to eligible school districts and becomes part of their general operating funds. The only restriction on its use is that the extra money given for handicapped military and Indian children must pay for their special educational services.

A 1978 study by the Department of Health, Education, and Welfare (HEW) (IV.1), the most recent general evaluation of the Impact Aid program, raised questions about the targeting of the program. Although both high-impact and low-property-wealth districts are funded, the report found that nearly 20 percent of Impact Aid funds went to low-impact districts (those with enrollments of less than 10 percent federally connected children) and that 60 percent of all districts receiving aid were low-impact districts. Moreover, those same low-impact districts were usually at or above the State average for property wealth, and program funds were on average only 2 percent of the revenues available to these districts.

The report also questioned the objectivity of the methods used to calculate local contribution rates, which are the basis for determining entitlement amounts. New rate regulations were implemented in 1986 to remedy inequities.

As a 1985 study (IV.2) demonstrates, calculating what education costs or land values might have been in the absence of Federal activity is problematic, involving as it does imputed real estate values and other conditions that make objective determinations very difficult. This study set out to determine the adequacy of Impact Aid compensation for five districts, using two approaches, an alternative expenditure standard and an alternative land use standard. The former method assumes that the district should be able to spend a standard amount per pupil and that the Federal Government should make up the difference, if any, between that standard and the funds available from State and local revenues. The latter method assumes that the district should receive Impact Aid payments equivalent to the revenues it could have obtained from taxing federally owned district land. Such revenues are calculated either by assuming that the land would have been used and valued like non-Federal district land, or by assuming that the district's total tax base ought to be similar to tax bases in neighboring districts with similar topography. The 1985 case studies demonstrate that, depending on the method selected, differing and even opposite conclusions can be reached about whether a given district should be receiving aid at all, and if so, how much. Determining a fair and objective standard, while a necessary program goal, is clearly a complicated task.

The HEW report (IV.1) expressed concern that Impact Aid could undermine State equalization efforts. Although legislative provision has been made to allow States whose equalization programs meet certain standards to consider Impact Aid funds in their equalization decisions, the report found the standards too strict for most States to meet. The effect of this is to ensure disproportionately high State aid to wealthy districts.

A 1986 GAO audit of DOD Section 6 schools (IV.3) concluded that all except those in Puerto Rico should be converted to local school districts. These schools would then no longer be eligible for aid under Section 6 but would be eligible under other sections of the Impact Aid legislation, possibly increasing the number of districts receiving such aid. To avoid any resulting decrease in the amount of aid available per district, the report recommended increasing Impact Aid appropriations.

Services

In FY 1987, 2,788 school districts received payments totaling $581,489,240, which became part of the general operating funds of the districts. In addition, 60 school districts received disaster aid totaling $10,696,453.

IV. SOURCES OF INFORMATION

1. L. L. Brown III, A. L. Ginsburg, and M. Jacobs, Office of the Assistant Secretary for Planning and Evaluation, Education Planning Staff, U.S. Department of Health, Education, and Welfare, Impact Aid Two Years Later: An Assessment of the Program as Modified by the 1974 Education Amendments (Washington, DC: U.S. Government Printing Office, March 15, 1978 [ED151972]).

2. Review of Selected Impact Aid Recipients to Determine Burden of Federal Activities and Need for Federal Aid [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Pelavin Associates, Inc.); Joel D. Sherman and Orestes I. Crespo, Case Study: Highland Falls--Fort Montgomery Central School District (October 1985); Joel D. Sherman and Mark A. Kutner, Case Study: Bourne Public Schools, Bourne, Massachusetts (August 1986); Joel D. Sherman, Mark A. Kutner and Orestes I. Crespo, Case Study: Bellevue Public Schools, Bellevue, Nebraska (August 1986); Joel D. Sherman, Case Study: Douglas School District (August 1986); Joel D. Sherman and Orestes I. Crespo, Case Study: Randolph Field Independent School District (August 1986).

3. General Accounting Office, DOD Schools: Funding and Operating Alternatives for Education of Dependents (Washington, DC: U.S. Government Printing Office, December 1986).

V. PLANNED STUDIES

A nationwide analysis of property wealth by school district is under way. The data have been collected by Applied Systems Institute and are being analysed by Pelavin Associates, Inc.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Stanley Kruger, (202) 732-3637

Program Studies : Valena Plisko, (202) 732-1958

SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS (IMPACT AID): CONSTRUCTION (CFDA No. 84.040)

I. PROGRAM PROFILE

Legislation: School Assistance in Federally Affected Areas Act, P.L. 81-815 (20 U.S.C. 631-647) as amended (no expiration).

Purpose: Impact Aid provides funds for the construction of urgently needed minimum school facilities in districts whose enrollments have been substantially increased by Federal activities or in financially needy districts that have large amounts of Federal (tax-exempt) property or Indian lands. In addition, funds are provided for construction of schools for children residing on Federal property (usually military installations) where State and local tax revenues cannot be spent for their education. There is also a provision for disaster aid.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1951	$74,500,000	1982	$19,200,000 1/
1965	58,400,000	1983	80,000,000 2/
1970	14,766,000	1984	20,000,000
1975	20,000,000	1985	20,000,000
1980	33,000,000	1986	16,747,500
1981	50,000,000	1987	22,500,000

1. Amount provided by the 1982 continuing resolution.
2. Amount provided by the 1983 continuing resolution.

II. FY 1987 DEPARTMENTAL INITIATIVES

Manuals have been prepared detailing standard operating procedures for the construction component of the Impact Aid Program.

Final regulations for P.L. 81-815 are being implemented under the Department's deregulation initiative.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Because the program has not been fully funded since 1967, there is a backlog of requests. This may have the effect of discouraging eligible, needy districts from filing requests for assistance. Site visits in 1979 to seven schools on Indian lands revealed severely hazardous conditions at three schools (IV.1). A 1987 study by the Departments of Education and Defense surveyed the construction and repair needs of educational facilities on U.S. military bases and recommended policies to deal with these needs (IV.2).

Services

In FY 1987, three school districts received funds for construction of needed facilities, totaling $2,291,900 in grants. In addition, $10,696,453 was given to schools affected by natural disasters.

IV. SOURCES OF INFORMATION

1. U.S. Department of Health, Education and Welfare, Condition, Safety and Adequacy of Schools Serving Children Who Reside on Indian Lands (Washington, DC: U.S. Government Printing Office, 1979).
2. Section 2726 of Public Law 99-661 (1987 DOD Military Construction Authorization Act), report submitted to Congress in November 1987.

V. PLANNED STUDIES

No new studies are planned.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Stanley Kruger, (202) 732-3637

Program Studies : Valena Plisko, (202) 732-1958

ALLEN J. ELLENDER FELLOWSHIPS
(CFDA No. 84.148)

I. PROGRAM PROFILE

Legislation: Allen J. Ellender Fellowship Program, P.L. 92-506--Joint Resolution of October 19, 1972, as amended (86 Stat. 907-908) (expires September 30, 1988).

Purpose: To make a grant to the Close Up Foundation of Washington, DC, for fellowships to disadvantaged secondary school students and their teachers in schools throughout the United States, Puerto Rico, and Overseas Schools of the Department of Defense, to enable them to learn about representative government and the democratic process.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$ 500,000	1983	$ 3,000,000 1/
1975	500,000	1984	1,500,000
1980	1,000,000	1985	1,500,000
1981	1,000,000	1986	1,627,000
1982	960,000	1987	1,700,000

1. In 1983 the Congress appropriated a double amount in order to place the program on a forward-funded basis. The appropriation for 1983 provided $1.5 million for the 1982-83 school year and $1.5 million for the 1983-84 school year.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Fellowships were awarded to 2,732 students and 2,914 teachers and administrators to enable them to come to Washington, DC to participate in the Close Up Foundation program. The fellowships averaged $595 per participant. The average Federal share per fellowship was $301, with the remaining dollars coming from local community and private sector sources (IV).

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Carrolyn Andrews, (202) 732-4351

Program Studies : Valena Plisko, (202) 732-1958

INDIAN EDUCATION--FINANCIAL ASSISTANCE TO LOCAL EDUCATION AGENCIES AND INDIAN-CONTROLLED SCHOOLS FOR THE EDUCATION OF INDIAN CHILDREN--PART A

(CFDA Numbers 84.060 and 84.072)

I. PROGRAM PROFILE

Legislation: Indian Education Act, P.L. 92-318, Title IV, Part A, as amended (20 U.S.C. 241aa-ff) (expires September 30, 1989).

Purpose: Part A of the Indian Education Act provides formula grant and competitive grant assistance to local education agencies (LEAs) and Indian-controlled schools for programs to address the special educational and culturally related academic needs of Indian children. Indian-controlled schools are operated by an Indian tribe or organization for Indian children and are located on or near a reservation.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$11,500,000	1983	$48,465,000
1975	25,000,000	1984	50,900,000
1980	52,000,000	1985	50,323,000
1981	58,250,000	1986	47,870,000
1982	54,960,000	1987	47,200,000

II. FY 1987 DEPARTMENTAL INITIATIVES

In FY 1987, the Department supported the following initiatives:

- Reauthorization proposal--On June 25, 1987, the Department submitted a bill to amend and reauthorize the Indian Education Act. Among the proposed amendments are provisions designed to obtain more equitable formula allocations among the States, to lessen the sanction for failure to meet the requirements to maintain fiscal efforts, and to permit site review of fewer than one-third of the school districts, at the Secretary's discretion.

- Reinstitution of multiyear awards--In FY 1987, multiyear awards were made available for the Indian-controlled school grants. These awards are meant to minimize the paperwork burdens and costs associated with the annual grant award cycle to grantees and to the Department. Multiyear awards will be available for the formula grants beginning in FY 1988.

- Publication of proposed regulations--The Department published proposed regulations that clarify the type of information that can be used to document a student's eligibility and specify the consequences to a school for failure to obtain complete eligibility information.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Nearly two-thirds (64 percent) of the Part A school districts were in rural settings--35 percent on or near a reservation and 29 percent in other rural areas. The median Indian percentage of total district enrollment was 8 percent. One-fourth of the Part A projects enrolled fewer than 100 Indian students; 41 percent enrolled more than 220 students (IV.1).

Of the Indian students in the districts receiving Part A funds, an estimated 78 percent participated in project activities, with a median of 119 students per project. More than two-thirds of the students were from families with incomes low enough to qualify for free or reduced-price lunches (IV.1).

Most Part A projects (95 percent) were in districts that also received Chapter 1 funds, with an average of 30 percent of the Indian students being served by the Chapter 1 program. About half (53 percent) were in districts receiving Johnson-O'Malley (JOM) Vocational Education funds; on average, 59 percent of the Indian students participated in the JOM program. Many districts also received funds from other Federal education programs (IV.1).

Services

The services most frequently offered by Part A projects were tutoring and other academic activities, 80 percent; Indian history and cultural instruction or activities, 64 percent; counseling, 48 percent; and home-school liaison, 38 percent (IV.1).

According to annual audits, the majority of the Part A Indian Education Act projects audited were meeting all or most of the perceived needs for supplementary education-related services for participating students (IV.2).

Nearly half (48 percent) of the Indian tribal or community leaders were not satisfied with certain aspects of the project. The most frequently reported area of dissatisfaction was the extent of representation and participation of the Indian community on project matters. One-fourth said that Indian children did not have culturally related academic needs different from those of non-Indian children (IV.1).

Parent committee members reported that Part A projects stimulated increased involvement of parents in school activities, communication with teachers, and homework. Over three-fourths of project directors felt that the parent committee had made a difference in getting members of the Indian community or tribe to support the project (IV.1).

Program Administration

The median Part A grant award was $26,450, with 11 percent of the awards under $10,000, and 12 percent over $100,000. On the average, 77 percent of the budget was allocated to salaries and fringe benefits (IV.1).

One widespread shortcoming was the failure of LEAs to maintain complete eligibility information as required to assure that the Indian Education Act funds are used in programs that benefit Indian students (IV.2).

On average, per-pupil expenditures of Indian-controlled schools (ICSs) were nearly twice those of nearby public schools--$6,900 versus $3,500. Among the 20 ICSs represented in the cost analysis, spending levels ranged from $4,000 to over $10,000 per pupil (IV.3).

ICSs received an average of $4,700 per pupil from the Bureau of Indian Affairs, whereas nearby public schools received $3,400 per pupil from State, local, and Federal sources, including Impact Aid funds. Federal categorical programs generated per-pupil revenues of $2,140 for ICSs, compared with $800 for nearby public schools (IV.3).

Although teacher salaries averaged 20 percent lower at ICSs then at local comparison schools, instructional salary outlays were 60 percent higher because ICS staffing ratios were twice those of the public schools (IV.3).

Staffing ratios and spending levels also were affected by school size. The five top-spending ICSs averaged only 13 students per grade served, compared with 22 students for other ICSs and 48 at nearby public schools (IV.3).

Outcomes

Measured against national standards, most ICS students were performing in in the low to low-average range. Only about 10 percent scored in the top two-fifths of the national distribution, while from 60 to 75 percent were in the bottom two-fifths (IV.3).

No significant difference were found between average scores of ICS students, Indians at nearby public schools, and a national sample of 1982 Indian seniors (IV.3).

Wide differences in 12th-grade performance were observed among ICSs; school averages ranged from the 57th to the 5th percentile of the national distribution for all U.S. high school seniors (IV.3).

Attendance rates at ICSs were lower than national, State, and local public school rates. On average, ICS students missed from 12 to 20 percent of the school year (IV.3).

Midyear withdrawal rates at ICSs were 50 to 100 percent higher than for Indian students at nearby comparison schools. Net student turnover was even higher, because of substantial midyear entries (IV.3).

Large average differences were observed among the 25 ICSs in the study; 5 had very good retention and attendance rates, while at the other extreme 2 had attrition rates of close to 50 percent and average attendance rates of under 70 percent. The study concluded that a number of these schools need special aid and technical assistance or simply may be too small for efficient operations (IV.3).

IV. SOURCES OF INFORMATION

1. A National Impact Evaluation of the Indian Education Act Part A Program (Arlington, VA: Development Associates, 1983).

2. Annual Audit of Indian Education Act Formula Grant Program (Washington, DC: Indian Education Program Office, U.S. Department of Education, 1986).

3. An Evaluation of Indian-Controlled Schools (Boston, MA: Abt Associates, 1985).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Sam, (202) 732-1887

Program Studies : Valena Plisko, (202) 732-1958

SPECIAL PROGRAMS FOR INDIAN STUDENTS--PART B
(CFDA NUMBERS 84.061 and 84.087)

I. PROGRAM PROFILE

Legislation: Indian Education Act, Section 422, 423, and 1005, P.L. 92-318, Title IV, Part B, as amended (20 U.S.C. 3385, 3385a and 3385b) (expires September 30, 1989).

Purpose: Part B of the Act authorizes--

- planning, pilot, and demonstration projects to plan for, test, and demonstrate the effectiveness of educational approaches for Indian students at the preschool, elementary, and secondary levels;
- educational service projects to serve Indian preschool, elementary, and secondary school students if other educational programs or services are not available to them in sufficient quantity or quality;
- educational personnel development projects to train Indians for careers in education;
- fellowships for Indian students in the fields of medicine, clinical psychology, psychology, law, education, business administration, engineering, and natural resources, with priority given to graduate students; and
- Resource and Evaluation Centers to provide technical assistance and disseminate information to Indian education projects and applicants.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$ 5,000,000	1983	$12,600,000
1975	12,000,000	1984	12,000,000
1980	15,600,000	1985	11,760,000
1981	14,500,000	1986	11,301,000
1982	14,880,000	1987	11,568,000

II. FY 1987 DEPARTMENTAL INITIATIVES

In FY 1987, the Department supported the reinstitution of multiyear awards for grants and fellowships. These awards are meant to minimize the paperwork burdens and costs associated with the annual award cycle to grantees, fellows, and the Department.

On June 25, 1987, the Department submitted a bill to amend and reauthorize the Indian Education Act. Among the amendments were proposals to require full-time students who received educational assistance to remain in the profession for which training was provided for a reasonable time or to repay the cost of the training, and to replace the required fields of study eligible for fellowships with annual priority fields of study designated by the Secretary.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Sam, (202) 732-1887

Program Studies : Valena Plisko, (202) 732-1958

SPECIAL PROGRAMS FOR INDIAN ADULTS--PART C
(CFDA No. 84.062)

I. PROGRAM PROFILE

Legislation: Indian Education Act, Section 315, P.L. 92-318, Title IV, Part C, as amended (20 U.S.C. 1211a) (expires September 30, 1989).

Purpose: Part C of the act provides assistance for projects designed to improve educational opportunities below the college level for Indian adults.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$ 500,000	1983	$5,531,000
1975	3,000,000	1984	3,000,000
1980	5,830,000	1985	2,940,000
1981	5,430,000	1986	2,797,000
1982	5,213,000	1987	3,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

In FY 1987, the Department supported the following initiatives:

- Reauthorization proposal--On June 25, 1987, the Department submitted a bill to amend and reauthorize the Indian Education Act. One of the proposed amendments would authorize the assignment of priority to projects proposing to serve previously underserved areas, including rural areas and reservations.

- Reinstitution of multiyear awards--In fiscal year 1987 multiyear awards were made available for grants. These awards are meant to minimize the paperwork burdens and costs associated with the annual award cycle to grantees and the Department.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Generally, the services delivered by Part C projects concentrated on providing adult basic education and preparation for the high school equivalency examination, according to a 1985 study conducted for the Department (IV.1).

Program Administration

According to the 1985 study conducted for the Department, Part C projects were doing what the law and regulations intend, that is, they provided educational services; conducted planning, pilot and demonstration projects; or offered a combination of both to the appropriate target population.

Little duplication of services was found between Part C projects and those funded by other Federal programs such as State grants for adult education funded by the Bureau of Indian Affairs.

A number of projects seemed to use disproportionately high percentages of Part C awards for administrative expenditures (IV).

IV. SOURCES OF INFORMATION

An Evaluation of the Indian Education Act, Title IV: Education of Indian Adults (Washington, DC: Pelavin Associates, Inc., 1985).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Sam, (202) 732-1887

Program Studies : Valena Plisko, (202) 732-1958

DRUG-FREE SCHOOLS AND COMMUNITIES

State and Local Programs (CFDA 84.186)
Regional Centers Program (CFDA 84.188)
Indian Youth Programs (No CFDA Number)
Hawaiian Natives Program (CFDA 84.199)

I. PROGRAM PROFILE

Legislation: Drug-Free Schools and Communities Act of 1986 (Title IV, Subtitle B, the Anti-Drug Abuse Act of 1986), Part 2--State and Local Programs, Part 3, Sections 4135--Regional Centers, 4133--Programs for Indian Youth, and 4134--Programs for Hawaiian Natives, P.L. 99-570 (20 U.S.C. 4601 et seq.) (expires September 30, 1989).

Purpose: To establish and strengthen programs of drug abuse prevention and education in States and local communities. This program includes the following elements:

- Formula grants to States based on the school-age population. Each State allocation is divided between the State education agency (SEA)--70 percent--and the Office of the Governor--30 percent. The SEA must allot at least 90 percent of the funds it receives to local education agencies (LEAs). At least 50 percent of the Governor's funds must be used for programs serving high-risk youth.
- Assistance to five regional centers to train school teams, to assist SEAs and LEAs, as well as institutions of higher education, in coordinating and strengthening prevention programs, and to evaluate and disseminate information about effective prevention programs.
- Funds for drug prevention activities of organizations that primarily serve and represent Hawaiian natives.
- Funds for prevention services to Indian children on reservations who attend schools operated by the Bureau of Indian Affairs.

Funding History

Fiscal Year	Appropriation	
1987	$172,132,000	Total
	$161,046,000	(State and Local Programs)
	8,752,000	(Regional Centers Program)
	389,000	(Programs for Hawaiian Natives)
	1,945,000	(Programs for Indian Youth)

II. FY 1987 DEPARTMENTAL INITIATIVES

Under State and Local Programs, the requirement that SEAs allocate funds to LEAs on the basis of the school-age population has caused major problems because the only data available are based on the 1980 census. This information does not reflect recent changes in school district boundaries or population. The Department has proposed a technical amendment that would allow States to use enrollment data to allocate LEA funds; passage is pending.

Funds for Indian Youth Programs were transferred to the Department of the Interior pursuant to a memorandum of agreement executed in summer 1987.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

A 1987 descriptive study of a regional centers program authorized by previous legislation (the Alcohol and Drug Abuse Education Program) showed that the centers were providing services at a low cost and meeting their contractual obligations (IV.1). The report did not examine program outcomes but concluded that previous evaluations provided no valid information either to support or to refute the effectiveness of the centers.

Population Targeting

A Department survey of prevention activities found that among a nationally representative sample of school districts, 25 percent had received assistance from a center (IV.2).

Services

The study of the regional centers reported that residential training, the cornerstone of center services, emphasized team building and other management skills. Participants were positive in their assessment of residential training. The majority said they would like training to place added emphasis on effective prevention strategies. Other center services have included field training, technical assistance, and training for State officials (IV.1).

Program Administration

The report on the regional centers recommended changes in the program evaluation procedures to improve data comparability and response rates.

Improvement Strategies

Under P.L. 99-570, the regional centers have been given new and expanded responsibilities. The Department has entered into cooperative agreements with five centers to implement the new legislation. These agreements give the Department a significant role in planning and maintaining the centers' activities.

IV. SOURCES OF INFORMATION

1. Review of the Alcohol and Drug Abuse Education Program (Washington, DC: Pelavin Associates, Inc., 1987).
2. Based on a 1987 survey conducted by Westat, Inc., Rockville, MD, for the U.S. Department of Education's Fast Response Survey System.

V. PLANNED STUDIES

States are required to evaluate the effectiveness of their programs. The Department will obtain evaluation data from the States and regional centers and also will review directly the implementation of the newly authorized State and Local Program.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 732-4599

Program Studies : Valena Plisko, (202) 732-1958

DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAMS--
TRAINING AND DEMONSTRATION GRANTS
(CFDA 84.184A)

I. PROGRAM PROFILE

Legislation: Drug-Free Schools and Communities Act of 1986, Subtitle B of Title IV of the Anti-Drug Abuse Act of 1986, P.L. 99-570 (20 U.S.C 4641) (expires October 1989).

Purpose: To provide assistance to institutions of higher education for projects that provide preservice or inservice training or curriculum demonstration in drug and alcohol abuse prevention for use in elementary and secondary schools.

Funding History

Fiscal Year	Appropriation
1987	$7,780,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The programs selected to receive Training and Demonstration Grants have as priorities preservice and inservice training for teachers and the development of model programs coordinated with local elementary and secondary schools.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Elementary and secondary students and teachers are served.

Services

Services include preservice and inservice teacher training, the development of drug-free activities in schools, and the dissemination of demonstration program information.

Funded projects include--

- a multilevel mentoring project for the inservice and preservice training of Indiana school teachers in drug abuse prevention;
- a joint effort in San Diego to infuse drug-free activities throughout a four-school feeder system;
- an Oregon project in which teachers complete internships in community organizations concerned with substance abuse prevention to facilitate community-school cooperation;

- o a model demonstration in Bowling Green, Ohio, in cooperation with the Wood Country Schools to form a united front against drug abuse;
- o preservice and inservice training projects in Greeley, Colorado, which focus on alcohol and drug education and prevention activities in rural areas; and
- o a teacher training project in Oklahoma designed for American Indian professionals, educators, law enforcement personnel and tribal leaders to identify and develop solutions to student substance abuse problems.

Program Administration

The program is operated as a grants competition. Projects are administered by institutions of higher education. Projects, which are funded for up to 2 years, began on October 1, 1987. The awards spanned 28 States, the District of Columbia, and Puerto Rico.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Burkett, (202) 732-4377

Programs Studies : Valena Plisko, (202) 732-1958

WOMEN'S EDUCATIONAL EQUITY
(CFDA 84.083)

I. PROGRAM PROFILE

Legislation: The Women's Educational Equity Act (WEEA) of 1974 (Title IX, Part C, ESEA 1965) as amended (20 U.S.C. 3341-3348) (expires September 30, 1989).

Purposes: To provide educational equity for women in the United States; to provide Federal funds to help educational agencies and institutions meet the requirements of Title IX of the Education Amendments of 1972; and to provide educational equity for women and girls who suffer multiple discrimination, bias, or stereotyping based on sex and on race, ethnic origin, disability, or age.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1976	$ 6,270,000	1984	$ 5,760,000
1980	10,000,000	1985	6,000,000
1981	8,125,000	1986	5,740,000
1982	5,760,000	1987	3,500,000
1983	5,760,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987, 30 percent of the grants focused on Title IX compliance and 70 percent on other authorized activities.

A major effort was to produce and market approved model products and strategies through the WEEA Publishing Center, as authorized in Section 932(a)(1) of the Act.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

A descriptive analysis of the WEEA program was prepared by Applied Systems Institute in October 1985. Findings from this study were as follows:

Services

Projects continued to fund activities formulated in the original Act. In fiscal years 1981 through 1983, these were curriculum development (29 percent); guidance and counseling (13 percent); training education personnel (11 percent); research and development (6 percent); and increasing opportunities in career education (19 percent), education for adult women (10 percent), vocational education (5 percent), physical education (3 percent), and educational administration (4 percent).

Program Administration

The study indicates that WEEA's priority areas and projects overlap other programs funded by the Department of Education and other agencies. Furthermore, the kinds of projects being funded appear to be of local, rather than national or statewide, significance. Evaluation evidence to confirm national dissemination of results is lacking.

Outcomes

Women appear to have made substantial gains in educational opportunities at the college and graduate school levels. Barriers to entry into traditionally male-dominated fields have been reduced. However, in vocational education, women still appear to be concentrated in traditionally female occupations.

Improvement Strategies

The findings of this study raise serious questions about the continuing need for the WEEA program. The projects are increasingly locally focused. Other Federal programs addressing the same concerns are funded in all the current priority areas. The program has not been able to ensure that projects are well evaluated.

IV. SOURCES OF INFORMATION

1. Program files.
2. A Descriptive Analysis of the Women's Educational Equity Program, Applied Systems Institute, 1985.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Alice Ford, (202) 732-4351

Program studies : Ricky Takai, (202) 732-3630

MIGRANT EDUCATION--
HIGH SCHOOL EQUIVALENCY PROGRAM (HEP) AND COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
(CFDA Nos. 84.141 and 84.149)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 418A, P.L. 89-329, as amended by P.L. 99-498, (20 U.S.C. 1070d-2) (expires September 30, 1991).

Purpose: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) help students who are engaged, or whose families are engaged, in migrant or other seasonal farm work. Grants for both HEP and CAMP are made to institutions of higher education or to other non-profit private agencies that cooperate with such an institution.

HEP helps persons who are not currently enrolled in school to obtain the equivalent of a secondary school diploma and subsequently to gain employment or to begin postsecondary education or training. CAMP helps students enrolled in the first undergraduate year at an institution of higher education to complete their program of study.

Funding History: 1/

Fiscal Year	Appropriation		Fiscal Year	Appropriation	
	HEP	CAMP		HEP	CAMP
1975		$5,396,665 2/			
1980	$6,160,000	$1,173,000	1984	$6,300,000	$1,950,000 3/
1981	6,095,000	1,208,000	1985	6,300,000	1,200,000
1982	5,851,200	1,160,000	1986	6,029,000	1,148,000
1983	6,300,000	1,200,000	1987	6,300,000	1,200,000

1. The Department of Labor began funding HEP and CAMP in 1967, but funding information before 1975 is not available.

2. This figure represents total funding for both HEP and CAMP in FY 1975.

3. Includes a $750,000 supplemental appropriation for CAMP.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

According to a longitudinal evaluation of the programs completed in 1985, about 3 percent of the known eligible population has been served over the past 20 years. Eighty-three percent of HEP students and 93 percent of CAMP students are Hispanics between the ages of 17 and 20 (IV. 1).

The HEP program served approximately 2,722 people, and the CAMP program approximately 269 people in FY 1987 (IV. 2).

Services

HEP participants receive developmental instruction and counseling services intended to prepare them: (1) to complete the requirements for high school graduation or the general education development (GED) certificate; (2) to pass a standardized test of high school equivalency; and (3) to participate in subsequent postsecondary educational or career activities (IV. 1).

CAMP programs provide academic and counseling support services, diagnostic and advising services, and financial assistance to first-year college students (IV. 1).

Administration

In FY 1987, 19 HEP programs were funded in 14 States, with grants ranging from $249,935 to $396,226. Four CAMP programs were funded in four States, with grants ranging from $262,611 to $344,084 (IV. 2).

The average cost of supporting one HEP participant for the 1986-87 school year was $2,215, and the average cost for one CAMP participant was $4,268 in 1986-87 (IV. 2).

Other federally funded programs that offered similar services to disadvantaged and low-income students had the following costs per participant in 1986-87: Talent Search at $111 per participant, Upward Bound at $2,463 per participant, and Student Support Services at $467 per participant (IV.2).

Outcomes

Since 1980, 81 percent of the students enrolled in HEP programs have passed the GED. Approximately 79 percent of all HEP participants pass the test of high school equivalency while they are enrolled in the program, and the remainder, at a later time (IV.1).

Ninety-two percent of all CAMP students surveyed completed the first year of college, compared with 77 percent of the freshman class nationally. Fifteen percent of CAMP students in a cohort of CAMP participants from 1980 through 1985 completed a 4-year degree program, and 13 percent completed a 2-year degree program. One percent of HEP students completed a 4-year degree program and 5 percent completed a 2-year degree program (IV.1).

HEP programs that are directly affiliated with colleges and universities experience a 20 to 30 percent higher success rate than programs lacking a direct university affiliation. Programs that specify anticipated outcomes in observable and measurable terms experience a 20 to 30 percent higher rate of success than those that do not (IV. 1).

Twenty percent of students being admitted to a HEP or CAMP program cannot reach stated program objectives because their skill deficiencies are too great for remediation by the programs.

IV. SOURCES OF INFORMATION

1. HEP/CAMP National Evaluation Project, Research Report No. 3: A Comprehensive Analysis of HEP/CAMP Program Participation (Fresno, CA: California State University, October 1985).

2. Program files.

V. PLANNED STUDIES

A descriptive analysis of FY 1987 HEP and CAMP grantees was begun in early FY 1988. Results will be available in late 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: William Stormer, (202) 732-4757

Program Studies : Valena Plisko, (202) 732-1958

SECRETARY'S DISCRETIONARY PROGRAM--
DISCRETIONARY ACTIVITIES TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION--
ARTS IN EDUCATION PROGRAM
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: The Education Consolidation and Improvement Act (ECIA) of 1981, Chapter 2, Subchapter D, Section 583, P.L. 97-35 as amended (20 U.S.C. 3851), (expires September 30, 1988).

Purposes: To conduct demonstration programs on the involvement of handicapped people in all the arts, to foster greater awareness of the need for art programs for the handicapped, to sponsor model programs in the performing arts for children and youth, and to support a national network of State arts and education committees.

Funding History 1/

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1976	$ 750,000	1984	$2,125,000
1980	3,500,000	1985	3,157,000
1981	2,025,000	1986	3,157,000
1982	2,025,000	1987	3,337,000
1983	2,025,000		

1. This program is one of several activities authorized by ECIA, Chapter 2, Subchapter D. The maximum amount authorized for Subchapter D is 6 percent of the amount appropriated for Chapter 2. Subchapter D also establishes a minimum level of $2,025,000 for the Arts in Education program.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The program is directed at students, parents, teachers, and school administrators.

Services

Arts in Education supports activities such as Very Special Arts Festivals, arts education programs, fellowships for teachers of the arts, and recognition programs for exemplary school principals and superintendents.

Program Administration

Arts in Education is a grant program whose grantees are Very Special Arts and the John F. Kennedy Center.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Carrolyn Andrews, (202) 732-4351

Program Studies : Valena Plisko, (202) 732-1958

SECRETARY'S DISCRETIONARY PROGRAM-- DISCRETIONARY ACTIVITIES TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION-- INEXPENSIVE BOOK DISTRIBUTION PROGRAM

(No CFDA Number)

I. PROGRAM PROFILE

Legislation: The Education Consolidation and Improvement Act (ECIA) of 1981, Chapter 2, Subchapter D, Section 583, P.L. 97-35 as amended (20 U.S.C. 3851), (expires September 30, 1988).

Purpose: To support the distribution of inexpensive books to students from preschool through high school age in order to encourage students to learn to read.

Funding History 1/

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1982	$5,850,000	1985	$7,000,000
1983	5,850,000	1986	6,698,000
1984	6,500,000	1987	7,800,000

1. This program is one of several activities authorized by ECIA, Chapter 2, Section 583, Subchapter D. The maximum amount authorized for Section 583 is 6 percent of the amount appropriated for Chapter 2. Subchapter D also establishes a minimum level of $5,850,000 for the Inexpensive Book Distribution program.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The program is directed at preschool, elementary, and secondary students.

Services

The program provides books to students in conjunction with activities to encourage reading such as the "In Celebration of Reading Program" and a recognition program for student readers.

Program Administration

This program is administered by Reading is Fundamental, Inc., through a contract with the U.S. Department of Education.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Carrolyn Andrews, (202) 732-4351

Program Studies : Valena Plisko, (202) 732-1958

SECRETARY'S DISCRETIONARY PROGRAM--
DISCRETIONARY ACTIVITIES TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION--
LAW-RELATED EDUCATION
(CFDA No. 84.123)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA) of 1981, Chapter 2, Subchapter D, Section 583, P.L. 97-35, as amended by P.L. 98-312 (20 U.S.C. 3851) (expires September 30, 1988).

Purpose: To enable children, youth, and adults who are not lawyers to become better informed about the law, the legal process, the legal system, and the fundamental principles and values on which these are based.

Funding History 1/

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1980	$1,000,000	1984	$1,000,000
1981	1,000,000	1985	2,000,000
1982	960,000	1986	1,914,000
1983	1,000,000	1987	3,000,000

1. This program is one of several activities authorized by ECIA Chapter 2, Subchapter D. The maximum amount authorized for Subchapter D is 6 percent of the amount appropriated for Chapter 2. Subchapter D also established a minimum level of $1 million for the Law-Related Education Program.

II. FY 1987 DEPARTMENTAL INITIATIVES

In FY 1987, $2,000,000 supported 26 law-related education projects:

- Two national projects. The first project includes a teacher institute to develop new curricula on the law, the legal system, and fundamental legal principles. Under this project, instructional materials will be developed for 756,000 elementary and secondary school students. The second project is a comprehensive national program that provides workshops, materials development, technical assistance, and dissemination activities. It is designed to institutionalize law-related education in 30 school districts in 10 target States.

- Eleven statewide projects.

- Four regional projects.

- Nine local projects.

The Department of Education earmarked $1 million for activities related to the bicentennial of the U.S. Constitution. It held a grant competition for bicentennial projects and sponsored a contest to recognize outstanding essays by elementary school students on the meaning of the Constitution.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Since the program was first funded in FY 1980, emphasis has been increased on large projects and on those involving the private sector. Current grants, for example, include a number of statewide projects. A substantial amount of in-kind support is contributed, particularly through volunteer professionals in the private sector. The national program has a network of 21 bar associations across the Nation (IV.1).

Services

Law-related education uses a variety of learning approaches, ranging from mock trials for high school students presided over with volunteer trial judges to discussions for first graders about the legal issues in "Goldilocks and the Three Bears" (IV.1).

Outcomes

A 1984 study of the impact of law-related education activities on students confirmed previous findings that law-related education, when taught according to specific, identifiable standards, can serve as a significant deterrent to delinquent behavior (IV.2).

Self-reports from students participating in law-related education indicated that rates dropped for offenses ranging from truancy and cheating on tests to smoking marijuana and acts usually classified as felonies. These students also showed improvement in factors associated with law-abiding behavior such as favorable attitudes toward school and the police and avoidance of delinquent friends.

IV. SOURCES OF INFORMATION

1. Program files.

2. "Law-Related Education Evaluation Project Final Report, Phase II, Year 3" (Boulder, CO: Social Science Education Consortium and Center for Action Research, June 1984). This 3-year study was sponsored by the U.S. Department of Justice, with partial support from the U.S. Department of Education.

V. PLANNED STUDIES

No studies related to this program are in progress. Research on law-related education is being carried out at the University of Colorado but is not supported by this program.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Jan Williams Madison, (202) 732-4358

Program Studies : Valena Plisko, (202) 732-1958

MATHEMATICS AND SCIENCE STATE GRANT PROGRAM
(CFDA No. 84.164)

I. PROGRAM PROFILE

Legislation: Education for Economic Security Act, Title II, P.L. 98-377, as amended (20 U.S.C. 3961-3971,3973) (expires September 30, 1988).

Purpose: To provide financial assistance to States, Territories, and the Bureau of Indian Affairs to improve teaching and instruction in mathematics, science, computer learning, and foreign languages and to increase the access of all students to such instruction.

Funding History

Fiscal Year	Appropriation 1/
1984	0
1985	$90,100,000
1986	39,182,000
1987	72,800,000

1. The appropriation amount excludes the Secretary's Title II discretionary fund.

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department's initiatives in FY 1987 were as follows:

- To provide additional nonregulatory guidance, especially relative to postsecondary education programs and to recurring questions at the elementary/secondary education level;
- To develop a process for identifying and sharing major program successes at both the elementary/secondary and postsecondary levels;
- To provide the field with comprehensive information on successful business-education partnerships in mathematics and science; and
- To strengthen monitoring systems to increase program effectiveness and efficiency.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

States conducted a full range of inservice programs, with particular emphasis on meeting needs they identified in the areas of improving qualifications of current teaching staff; developing adequate curricula, instructional materials, and equipment; and improving the access of historically underserved student groups to such instruction (IV.1). Institutions of higher education often provided these services, with the help of businesses, museums, and other community organizations. To provide services more cost-effectively, many small local education agencies (LEAs) formed consortia, which prioritized needs and secured training and other services to deal with the needs identified in local and State assessments.

Program Administration

Generally there is close cooperation between the State administrators of the Title II program and the Chapter 2 of the Education Consolidation and Improvement Act (ECIA) of 1981 (IV.1). Although cooperation between the State educational agency (SEA) for elementary and secondary education and the State agency for higher education is required under current law, the degree of actual cooperation varies widely across the Nation. In the majority of States, the degree of cooperation could be characterized as a systematic sharing of program information. At the State level, especially in higher education, administrative funds were quite limited, so there has generally been a substantial contribution of in-kind services from the administering agencies.

Because funds for LEAs were distributed or allocated in accordance with student population counts, many received very little funding. Many LEAs that received modest funds (e.g., less than $500) either did not participate in the program or formed consortia to receive needed services.

Outcomes

States, and particularly SEAs, have been encouraged to consider their needs and to develop initiatives in mathematics, science, and, to a lesser extent, computer learning and foreign languages (IV.2). A review of the legislatively mandated State needs assessment reports indicated that most States have difficulty defining the most pressing needs and pursuing activities that go much beyond traditional inservice training activities. Activities to date have primarily emphasized science and mathematics instruction. The greatest need for improvement in teacher qualifications appears to be in science teaching at the elementary level and, to a lesser degree, in elementary mathematics teaching, particularly in improving problem-solving approaches to instruction. At the secondary level, the major focus was on updating content knowledge of teachers in mathematics, science, and foreign languages. The program has also focused attention on improving access to instruction in these critical subjects by historically underrepresented and underserved groups, such as females and minorities. The program has provided activities designed to raise teachers' awareness of the need to encourage such students to participate in mathematics and science.

IV. SOURCES OF INFORMATION

1. Title II of the Education for Economic Security Act: An Analysis of First-Year Operations (Washington, DC: Policy Studies Associates, Inc., 1986).

2. State Needs Assessments, Title II EESA: A Summary Report (Washington, DC: Decision Resources Corporation, 1987).

V. PLANNED STUDIES

A 2-year national study of the Title II program scheduled to begin in 1988, will primarily describe program operations and administration.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen Schmieder, (202) 732-4336

Program Studies : Valena Plisko, (202) 732-1958

MAGNET SCHOOLS ASSISTANCE PROGRAM
(CFDA No. 84.165)

I. PROGRAM PROFILE

Legislation: Education for Economic Security Act of 1984, Title VII, P.L. 98-377 as amended (20 U.S.C. 4051-4062) (expires September 30, 1988).

Purposes: To provide financial assistance to eligible local education agencies (LEAs) to support (1) the elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students; and (2) courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and marketable vocational skills of students attending these schools.

Grants are awarded to eligible LEAs for use in magnet schools that are part of an approved desegregation plan and that are designed to bring together students from different social, economic, ethnic, and racial backgrounds. LEAs use Magnet Schools Assistance funds for (1) planning and promotional activities directly related to expansion and enhancement of academic programs, and services offered at magnet schools; (2) purchasing books, materials, and equipment (including computers) and paying for the maintenance and operation of such equipment in magnet school programs; and (3) paying for elementary and secondary school teachers in magnet schools.

Funding History

Fiscal Year	Appropriation
1984	$75,000,000
1985	75,000,000
1986	71,760,000
1987	75,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Programs served students in grades K-12 in a wide range of academic and vocational programs. Some of the more unusual program curricula were: classical studies; international business and commerce; broadcast journalism; Arabic, Chinese, Japanese, and Russian languages; computer technology; creative and performing arts; and environmental studies. Some schools integrated English as a Second Language into their program curriculum (IV).

Administration

In FY 1987, there were 38 awards in 19 States. Grants ranged from $291,407 to $4,000,000, and program enrollment ranged from 300 to 20,000 students (IV).

Outcomes

No evaluation of this recently established program has been conducted.

However, a recent study on school desegregation efforts concludes that voluntary magnet school desegregation plans increase interracial exposure over the long-term and enhance the reputation of the school system, which may be particularly important in high proportion minority school systems (IV.2).

IV. SOURCES OF INFORMATION

1. Program files.
2. Rossell, C. and R. Clarke, The Carrot or the Stick in School Desegregation Policy?, A report to the National Institute of Education, Grant NIE-G-83-0019. Boston, MA: March 1987.

V. PLANNED STUDIES

No departmental studies are planned. In FY 1987, the U.S. General Accounting Office (GAO) began a review of the Department's process for making grant awards for this program. The report will be available in early FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: M. Patricia Goins, (202) 732-4059

Program Studies : Valena Plisko, (202) 732-1958

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

BILINGUAL EDUCATION PROGRAMS--
DISCRETIONARY GRANTS TO LOCAL EDUCATION AGENCIES--PART A
(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: Part A of The Bilingual Education Act of 1984, Title II of the Education Amendments of 1984, P.L. 98-511 (20 U.S.C. 3221-3262) (expires September 30, 1988).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 7,500,000	1983	$ 86,526,000
1970	21,250,000	1984	89,567,000
1975	53,370,000	1985	95,099,000
1980	115,863,000	1986	91,010,000
1981	107,017,000	1987	99,161,000
1982	86,579,000		

Purpose: To assist local education agencies (LEAs) and other eligible grantees in the development and support of instructional programs for students with limited English proficiency (LEP).

Program Components: Discretionary grants are awarded to LEAs and other eligible recipients to develop and conduct the following types of programs:

1. Transitional Bilingual Education. A program of structured English-language instruction and, to the extent necessary to allow an LEP child to achieve competence in English, instruction in the native language of the child, incorporating the cultural heritage of the child and other children in American society. Such instruction must, to the extent necessary, be in all courses or subjects of study that will allow a LEP child to meet grade promotion and graduation requirements.

2. Developmental Bilingual Education. A full-time program of structured English-language instruction and instruction in a non-English language designed to help LEP children achieve competence both in English and in a second language while mastering subject-matter skills. The instruction must be, to the extent necessary, in all courses or subjects of study that will allow a child to meet grade promotion and graduation requirements. Where possible, classes must be composed of approximately equal numbers of students whose native language is English and LEP students whose native language is the second language of instruction and study in the program.

3. Special Alternative Instruction. A program designed to provide structured English-language instruction and special instructional services that will allow a LEP child to achieve competence in the English language and to meet grade promotion and graduation standards. These programs are neither transitional nor developmental but have specially designed curricula and are appropriate for the particular linguistic and instructional

needs of the children enrolled. Funding for this program is limited to 4 percent of the first $140 million appropriated for the Bilingual Education Act and to 50 percent of appropriations over $140 million, subject to a maximum of 10 percent of the appropriated funds.

4. Academic Excellence. A program to facilitate the dissemination of effective bilingual practices of transitional or developmental bilingual education or special alternative instruction programs that have an established record of providing effective, academically excellent instruction and are designed to serve as models of exemplary programs.

5. Family English Literacy. A program of instruction to help LEP adults and out-of-school youth achieve competence in English; the subject matter may be taught either entirely in English or bilingually. Preference for participation is given to parents and immediate family members of students enrolled in other programs assisted under the act.

6. Special Populations. Programs of instruction for LEP students in preschool, special education, and gifted and talented programs, that are preparatory or supplementary to programs such as those assisted under the act.

7. Program for the Development of Instructional Materials. This program provides assistance for the development of instructional materials in languages for which such materials are commercially unavailable.

FY 1987 Grant Awards

Program Type	Number of Proposals Funded	Funding
Transitional Bilingual Education	577	$83,565,000
Developmental Bilingual Education	2	231,000
Special Alternative Instruction	46	5,524,000
Academic Excellence	9	1,313,000
Family English Literacy	20	2,600,000
Special Populations	39	5,704,000
Instructional Materials	2	224,000
		$99,161,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education submitted legislation to Congress to encourage maximum flexibility in the instructional approaches used by LEAs by removing caps and set-asides on the amount of funds available for various Title VII programs.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

According to a 1987 General Accounting Office (GAO) report, there are 1.5 million LEP students (IV.1).

According to the National Longitudinal Study contractor, between 767,000 and 855,000 LEP students are in grades K-6 (IV.2).

Approximately 230,000 children were served in Title VII Part A-funded projects in 1987 (IV.3).

Services

Although bilingual education services can be delivered through a variety of mechanisms, programs of Transitional Bilingual Education predominate (IV.2).

The relative effectiveness of different service delivery mechanisms for bilingual education has yet to be determined, because--

- Research findings are contradictory and inconclusive as to the merits of the different service delivery mechanisms (IV.4).
- In many cases, the quality of reported evaluation data has been too poor to allow for meaningful analysis (IV.5).

Administration

Funding to support special services for LEP students was largely a combination of Federal and State monies; 75 percent of districts used Federal funds (e.g., 64 percent used Chapter 1 funds, 21 percent used Title VII funds, 19 percent used Indian education funds, and 17 percent used Migrant Program funds) and 62 percent received State funding (IV.2).

Although in no districts were local funds used exclusively, local funds were used for special services to LEP students in 36 percent of districts. Local funds were more likely to be used in districts with large total enrollments and large numbers of LEP students (IV.2).

Seventy-five percent of districts reported having official criteria for entry; 91 percent of the districts that did not have official criteria have fewer than 200 LEP students (IV.2).

Ninety-one percent of districts required a combination of at least two of the following entry criteria: staff judgment, English oral proficiency tests, and English reading or writing tests. Of the three methods, English reading or writing tests were least frequently used (IV.2).

The most frequently used exit criteria were the same as the most frequently used entry criteria. Some schools used multiple criteria (IV.2).

The Department of Education's ongoing study of student selection procedures notes that two major oral language proficiency tests commonly used by Title VII projects for selection do not agree on which students to target for entry or exit (IV.6).

Outcomes

According to an Education Department-sponsored meta-analysis of local evaluations of bilingual education projects, 29 percent of the reports submitted to the Department prior to 1981 contained no usable data; 6 percent contained no usable data in a core achievement area; and 8 percent contained no information on the number of students tested (IV.5).

Even those reports that could be analyzed omitted a great deal of general information that could have aided interpretation; for example, information on socioeconomic status was missing from 61 percent of the reports; information on student selection was missing from 92 percent; and information on exit criteria was missing from 95 percent (IV.5).

According to the Bilingual Evaluation Models contractor and the Evaluation Assistance Center (EAC) contractors, local project staff want the Department of Education to give them more specific evaluation requirements and more help in meeting the requirements (IV.7).

Improvement Strategies

The Department is attempting, through several research studies, to investigate more systematically the issue of effective service delivery mechanisms.

The Department is conducting a study to develop and refine evaluation procedures and materials to assist local grantees with evaluation and other bilingual education projects. Final products of this Bilingual Evaluation Models study will be available in early FY 1988.

The Department has awarded new contracts for 16 Multifunctional Resource Centers (MRCs), which provide technical assistance and training to the staff of programs serving LEP persons.

The Department is funding two Evaluation Assistance Centers (EACs) to help the staff of programs serving LEP students evaluate their programs and use the results of the evaluation to improve their programs.

IV. SOURCES OF INFORMATION

1. Bilingual Education: Information on Limited English Proficient Students (Washington, DC: U.S. General Accounting Office, April 1987).

2. LEP Students: Characteristics and School Services (Arlington, VA: Development Associates, December 1984).

3. Program files.

4. K. Baker and A. deKanter, "Federal Policy and the Effectiveness of Bilingual Education," In K. Baker and A. deKanter, eds., Bilingual Education: A Reappraisal of Federal Policy (Lexington, MA: Lexington Press, 1983).

5. Synthesis of Reported Evaluation and Research Evidence on the Effectiveness of Bilingual Education: Basic Projects, Final Report: Tasks 1-6 and Tasks 7-8 (Los Alamitos, CA: National Center for Bilingual Research, 1982 and 1983).

6. S. Pelavin and K. Baker, "A Study of Procedures Used to Identify Students Who Need Bilingual Education," (DRAFT), paper presented at the annual meeting meeting of the American Educational Research Association, Washington, DC, April 1987.

7. The Evaluation of Bilingual Education Programs for Language-Minority, Limited-English-Proficient Students: Field Test Summary Report (Mountain View, CA: RMC Research Corporation, June 1987).

8. Second Year Report: Longitudinal Study of Immersion Programs for Language-Minority Children (Mountain View, CA: SRA Technologies, October 1986).

V. PLANNED STUDIES

The ongoing National Longitudinal Study (IV.2) and Immersion Study (IV.7) are attempting to examine more systematically the issue of effective service delivery mechanisms. A final report from the Immersion Study should be completed in late FY 1988; a final report from the National Longitudinal Study will be available in mid-FY 1989.

In late FY 1987, the Department of Education awarded a new contract to develop and demonstrate innovative approaches for educating LEP students. In FY 1988, the Department plans to begin a descriptive study of exemplary alternative programs.

The ongoing student selection study (IV.5) is currently exploring whether combining the two oral language proficiency measures with standardized achievement test results or teacher judgments, or both, will provide better agreement as to which students to target for entry and exit. A future study also may examine this issue in greater detail.

Several other new studies are planned for FY 1988. These studies will examine the demand for bilingual educational personnel, building local capacity to maintain bilingual education in the absence of Federal funds, and patterns of course taking for bilingual students.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Rudy Munis, (202) 245-2595--Transitional Bilingual Education, Special Alternative Instructional Programs, and Developmental Bilingual Education Programs
	Mary Mahony (202) 245-2609--Academic Excellence, Special Populations, Family English Literacy Programs, and Development of Instructional Materials
	Edward Fuentes, (202) 732-5072--Research and Evaluation
Program Studies :	Valena Plisko, (202) 732-1958

BILINGUAL EDUCATION PROGRAMS--DATA COLLECTION, EVALUATION, AND RESEARCH--PART B
(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: Part B of the Bilingual Education Act of 1984, Title II of the Education Amendments of 1984, P.L. 98-511 (20 U.S.C. 3221-3262) (expires September 30, 1988).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	0	1983	$ 16,557,000
1970	0	1984	13,502,000
1975	$ 7,830,000	1985	10,600,000
1980	20,775,000	1986	9,991,000
1981	18,375,000	1987	10,370,000
1982	18,957,000		

Purposes: To support (1) the collection of data on the number of persons with limited English proficiency (LEP) and the educational services available to them; (2) the evaluation of Title VII program operations and effectiveness; (3) research to improve the effectiveness of bilingual education programs; and (4) the collection, analysis, and dissemination of data and information on bilingual education.

Program Components: Contracts and grants are made under Part B to support the following activities:

1. State Program grants provide assistance to State education agencies (SEAs) to collect, analyze, and report data on the population of LEP persons and the educational services provided or available to them. The State grants may also be used to support bilingual education projects in the State. Only SEAs are eligible to apply for these program grants.

2. Evaluation Assistance Centers provide, through contracts with institutions of higher education (IHEs), technical assistance to SEAs or local education agencies (LEAs) in assessing the educational progress achieved through programs such as those assisted under the act and the techniques for identifying the educational needs and competencies of LEP students. IHEs are the only eligible offerors for these contracts.

3. The National Clearinghouse on Bilingual Education collects, analyzes, and disseminates information on bilingual education and related programs.

4. The Bilingual Research and Evaluation Program authorizes the following activities:

- Studies to determine and evaluate effective models for bilingual education programs;

- Research to examine the process by which students learn a second language and master the subject-matter skills required for grade promotion and graduation, and to identify effective methods for teaching English and subject-matter skills within the context of a bilingual education program or special alternative instructional program to students who have language proficiencies other than English;
- Longitudinal studies to measure the effect of the program on the education of students who have language proficiencies other than English, and the capacity of LEAs to operate bilingual programs when Federal assistance under the act ends;
- Studies to determine effective and reliable methods for identifying students who are entitled to services and to determine the point at which their English-language proficiency is sufficiently well developed to permit them to derive optimal benefits from an all-English instructional program;
- Studies to determine effective methods of teaching English to adults who have language proficiencies other than English;
- Studies to determine and evaluate effective methods of instruction for bilingual programs, taking into account language and cultural differences among students; and
- Studies to determine effective approaches to preservice and inservice training for teachers, taking into account the language and cultural differences of their students.

Awards under the Bilingual Research and Evaluation Program are made on a competitive basis. Eligible applicants include IHEs, private for-profit and nonprofit organizations, SEAs, LEAs, and individuals.

II. FY 1987 DEPARTMENTAL INITIATIVES

Several research studies were initiated. These studies are designed to examine and analyze Bilingual Education Act programs and to explore larger issues involved in the education of LEP students.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

In FY 1987, the Department awarded 50 State Program grants, as well as contracts for two Evaluation Assistance Centers, one Special Issues Analysis Center, and one National Clearinghouse for Bilingual Education (IV.1).

Several research and evaluation studies were begun or continued in FY 1987. The "Study of Title VII Student Selection Practices" is currently exploring whether combining oral language proficiency measures with standardized achievement test results and teacher judgments will provide better agreement as to which students to target for entry and exit.

Other studies in progress are: the "National Longitudinal Evaluation of the Effectiveness of Services for Language-Minority Limited English Proficient Students," which will be available in mid-FY 1989; the "Longitudinal Study of Immersion and Other Selected Programs in Bilingual Education," which will be available in late FY 1988; a study of "Innovative Approaches for Educating LEP Students"; and the "Refinement and Field Test of Evaluation Models for Local Title VII Projects" (IV.1).

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

Several new studies are planned for FY 1988 to examine exemplary alternative programs; the demand for bilingual educational personnel and the effectiveness of the Title VII Educational Personnel Training grants in meeting that demand; local capacity to maintain bilingual education in the absence of Federal funds; and patterns of coursetaking for bilingual students. A study of the operations of the Educational Assistance Centers and local evaluation practices also is planned.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Rudy Munis, (202) 245-2595--State Education Agency Program
	Edward Fuentes, (202) 732-5072--Research, Evaluation Assistance Centers, Bilingual Clearinghouse
Program Studies :	Valena Plisko, (202) 732-1958

BILINGUAL EDUCATION PROGRAMS--TRAINING AND TECHNICAL ASSISTANCE--PART C
(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: Part C of the Bilingual Education Act of 1984, Title II of the Education Amendments of 1984, P.L. 98-511 (20 U.S.C. 3221-3262) (expires September 30, 1988).

Funding History:

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	0	1983	$ 31,288,000
1970	0	1984	32,620,000
1975	$21,000,000	1985	33,566,000
1980	30,325,000	1986	32,123,000
1981	32,075,000	1987	33,564,000
1982	28,836,000		

Purpose: To develop the human resources necessary to develop and conduct instructional programs for students with limited English proficiency (LEP).

Program Components: Grants and contracts are awarded under Part C to support the following activities:

1. Educational Personnel Training. This program provides financial assistance to institutions of higher education (IHEs) to establish, operate, or improve projects to train teachers, administrators, paraprofessionals, parents, and other personnel participating or preparing to participate in programs for LEP students.

2. Fellowships. This program provides fellowships at qualified IHEs for postbaccalaureate study in bilingual education, including teaching, training, curriculum development, research and evaluation, and administration. Recipients either work in an area related to programs for LEP persons or repay their fellowships.

3. Training, Development and Improvement Program. This program provides financial assistance to IHEs to encourage reform, innovation, and improvement in training programs.

4. Short-Term Training. This program provides financial assistance for the operation of training projects to improve the skills of parents and educational personnel participating in programs for LEP persons.

5. Multifunctional Resource Centers (MRCs). Contractors provide technical assistance and training to SEA and LEA staff providing programs for LEP students.

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education competed and awarded new 3-year contracts for 16 regional Multifunctional Resource Centers (MRCs). These MRCs replace the Bilingual Education Multifunctional Support Centers (BEMSCs) discussed in section III below.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

In FY 1987, Part C funds were awarded as follows (IV.1):

Program	Number of Awards	Funding
Educational Personnel Training	131	$ 18,959,000
Fellowships	25	2,500,000
Training, Development, and Improvement	3	175,000
Short-Term Training	23	1,930,000
MRCs	16	10,000,000
		$ 33,564,000

A Study of Inservice Training (IV.2):

Recent study findings suggest that effective inservice training for staff serving LEP students differs somewhat from effective training for district staff in general. While administrator-centered planning, diversified activities, and activity-centered evaluation are regarded unfavorably in the training literature, one recent study found these approaches to be successful with staff serving LEP students in a sample of nine Title VII projects studied.

This study also noted that these Title VII projects provide inservice training through a combination of two of the following three basic service delivery mechanisms: (1) use of inhouse staff; (2) use of outside consultants; and (3) use of previously developed training packages. The training package and consultant series combination was observed frequently. Generally, the training package involves credit-bearing university or college coursework leading to certification in bilingual education or English and Second Language (ESL) for the project staff. The consultant series was typically thought to complement the university training by presenting more practical ideas aimed at the specific needs of district staff.

Staffing patterns strongly influence the districts' approach to inservice training.

An Evaluation of the Bilingual Education Multifunctional Support Centers (BEMSCs) (IV.3):

Title VII school districts were the primary recipients of BEMSC services. Most BEMSCs also held workshops at non-Title VII districts, although many fewer sessions were conducted at these districts, and training sessions at Title VII districts were often open to staff from non-Title VII districts.

Generally, only Title VII districts received BEMSC technical assistance onsite. Teachers were the most frequent recipients of BEMSC training and technical assistance services. Other recipients of a large share of BEMSC services were district administrators, project directors, teacher aides, and parents.

The BEMSCs focused their work almost exclusively on training and technical assistance services. In FY 1985, training accounted for 54 percent of the BEMSCs' service time; technical assistance accounted for the remaining 46 percent. BEMSC training was provided through workshops, institutes, seminars, symposia, and regional conferences. Sixty-four percent of BEMSC technical assistance hours were provided onsite, making it the most popular technical assistance method.

Most BEMSCs were operated by institutions of higher education (13 of 16) and had similar staffing patterns. Staffing usually included a director, a second administrator, a cadre of technical staff who provide technical assistance, and clerical and support staff. Both professional and nonprofessional BEMSC staff spent a significant portion of their time on activities not directly related to providing training and technical assistance service.

The average BEMSC cost of providing 1 hour of onsite training and technical assistance in FY 1985 was $368; the average cost per client served was $113. There were, however, large differences in these costs across BEMSCs. The cost of an hour of training ranged from $208 to $1,055. Costs per client ranged from $38 to $249. These differences may be due to regional variations in transportation costs or in the salary levels of staff providing training.

IV. SOURCES OF INFORMATION

1. Program files.

2. A Study of Alternative Inservice Staff Development Approaches for Local Education Agencies Serving Minority Language/Limited English Proficient Students (Arlington, VA: Arawak Consulting Corporation, August 1986).

3. Review of the Bilingual Education Multifunctional Support Centers (Washington, DC: Pelavin Associates, September 1987).

V. PLANNED STUDIES

The Department is planning to begin studies of the Educational Personnel Training Program and the Fellowship Program in late FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Mahony, (202) 245-2609

Edward Fuentes, (202) 732-5072--Research and Evaluation

Program Studies : Valena Plisko, (202) 732-1958

TRANSITION PROGRAM FOR REFUGEE CHILDREN--FORMULA GRANTS TO STATE EDUCATION AGENCIES (CFDA No. 84.146)

I. PROGRAM PROFILE

Legislation: The Refugee Act of 1980, Section 412, P.L. 96-212 (8 U.S.C. 1522); Refugee Assistance Extension Act of 1986, P.L. 99-605 (expires September 30, 1988).

Purpose: To provide Federal assistance to State and local educational agencies to meet the special educational needs of eligible refugee children enrolled in elementary and secondary schools. The grants may be used to develop capacity through funding special curriculum materials, bilingual teachers and aides, remedial classes, and guidance and counseling services required to bring these children into the mainstream of the American education system.

The program provides grants to State education agencies to assist local education agencies in providing special services to eligible children. To participate, States must have an approved plan on file.

Funding History 1/

Fiscal Year	Appropriation
1981	$44,268,000
1982	2/
1983	16,600,000
1984	16,600,000
1985	16,600,000
1986	15,886,000
1987	15,886,000

1. From fiscal year 1980 through 1986, appropriations were made to the Department of Health and Human Services. These funds were then transferred to the Department of Education for distribution.

2. Appropriations for FY 1981 were used for FY 1982 as well.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Program Targeting

In FY 1987, 46 SEAs, reporting 80,221 eligible children enrolled in 1,522 LEAs, applied for Refugee Program funds (IV.1).

Most of the Refugee Program's LEA subgrants are extremely small. In FY 1986, 26 percent were less than $500; 77 percent were less than $5,000; 19 percent were in the range $5,000 to $50,000; only 4 percent over $50,000 (IV.2).

There were insufficient staff or other administrative resources available to verify the census information submitted by LEAs to SEAs or by SEAs to ED (IV.3).

Gathering complete and accurate data for the eligibility count was considered too difficult by many small LEAs (IV.3).

Some schools were believed likely to ignore the length-of-time requirements in the Refugee Program and would continue to serve children in need and trust that the lack of program monitoring would continue (IV.3).

Program Administration

There was little or no program monitoring or technical guidance provided to the local subgrantees by either ED or the SEAs. (One annual conference of State Refugee Program staff was conducted, however.) (IV.3).

Both federal staff and many program stakeholders noted that they knew very little about the Refugee Program. All stated that more information was needed (IV.3).

There were insufficient staff or other administrative resources available to verify the census information submitted by LEAs to SEAs or by SEAs to ED (IV.3).

Many schools, especially those in large urban areas, were unwilling to check the documentation and length-of-time-in country for all students (IV.3).

The descriptions of activities in the SEA applications (and the regulations) were imprecise and not useful in gaining an understanding of services provided (IV.3).

There were no federal reporting requirements for the Refugee Program. While having a State refugee assistance plan on file with the Department of Health and Human Service's (HHS) Office of Refugee Resettlement (ORR) is a precondition for ED funding of a State's Refugee Program grant, it was not clear whether the plans match the actual activities.

Program Services

The descriptions of activities in the SEA applications (and the regulations) were imprecise and worthless in gaining an understanding of services provided (IV.3).

The program was considered virtually a "blank check" at the local level. Program funds were used "with considerable freedom" to augment existing federal, State and local resources specifically for refugee children (IV.3).

When asked about the possible elimination of the Refugee Program, the majority of LEA staff suggested that their supplementary programs for refugee children could be continued, by using other federal (viz., Chapter 1 Migrant, Title VII) and State (viz., Bilingual/LEP or refugee) program funds, though at a lower level of quality (IV.3).

Program Outcomes

There were no federal reporting requirements. While having a State refugee assistance plan on file with HHS's Office of Refugee Resettlement (ORR) is a precondition of ED funding of a State's Refugee Program grant, it was not clear whether the plans match the acutal activities (IV.3).

IV. SOURCES OF INFORMATION

1. Program files.
2. Distribution of State-Administered Federal Education Funds: Eleventh Annual Report. Washington, DC: U.S. Department of Education, 1987.
3. Evaluability Assessment of the Transition Program for Refugee Children. Palo Alto, CA: American Institutes for Research, 1982.

V. PLANNED STUDIES

A descriptive evaluation of the refugee education program is to begin in FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Johnathan Chang, (202) 245-2609

Edward Fuentes, (202) 732-5072--Research and Evaluation

Program Studies : Valena Plisko, (202) 732-1958

EMERGENCY IMMIGRANT EDUCATION PROGRAM
(CFDA No. 84.162)

I. PROGRAM PROFILE

Legislation: The Emergency Immigrant Education Act, Title VI of the Education Amendments of 1984, P.L. 98-511 (8 U.S.C. 1522(a),(c),(d)) (expires September 30, 1989).

Purpose: This program provides financial assistance to State and local education agencies for supplementary educational services and costs for immigrant children enrolled in elementary and secondary public and nonpublic schools. States are the eligible recipients, with assistance then distributed among LEAs within the State according to the number of immigrant children.

Funding History

Fiscal Year	Appropriation
1984	$30,000,000
1985	30,000,000
1986	28,710,000
1987	30,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Only 1 percent of the Immigrant Program's LEA subgrants were under $500 in FY 1986; 19 percent were less than $5,000; 44 percent were in the range $10,000 to $50,000; 15 percent were in the range $50,000 to $100,000; and 12 percent were over $100,000 (IV.1).

While the population of foreign-born persons in the U.S. aged 19 and below (both legally resident and undocumented aliens) was estimated to be approximately 2.1 million in 1980 (IV.2), and 18.1 percent or approximately 380,000 of the undocumented aliens were estimated to be under 15 years of age (IV.3), only 428,688 in 31 States were reported as eligible for the Immigrant Program in 1987 (IV.4).

The number of limited-English-proficient (LEP) immigrants/refugees aged 5-21 was estimated to be approximately 1.12 million in 1980 and approximately 1.31 million by 1990 (IV.2).

Most districts in California do not know how many immigrants are enrolled in their schools, where those who are enrolled are from, or what their academic needs are (IV.5).

While California reported only 211,000 as eligible for the Immigrant Program (IV.4), California Tomorrow estimates that 610,000 California students are foreign born (IV.5).

The number of immigrant students in California public school doubled over the last ten years and is expected to increase by seven percent per year for the next decade (IV.5).

While Alabama, Alaska, Arkansas, Delaware, Idaho, Indiana, Iowa, Kentucky, Maine, Mississippi, Montana, Nebraska, Nevada, New Hamsphire, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, West Virginia, and Wyoming were estimated to have approximately 240,000 legally resident aliens and approximately 73,000 undocumented aliens in 1980 (IV.3), these States did not submit applications for Immigrant Program funds in FY 1987 (IV.4).

Overall, 18 percent of the undocumented population counted in 1980 were under 15 years of age; about 21 percent of the undocumented Mexicans were under 15 years of age (IV.6).

According to Census data, of the population of limited-English-proficient (LEP persons aged 5-21 in 1980, 3.2 million were of Spanish language background, 177,000 were of Italian language background, 166,000 were of French language background and 166,100 were of German language background (IV.2).

Program Administration

Immigrant/refugee students required considerable and variable supplementary educational and social services in order for them to function in school (IV.2).

Most California school districts are "overwhelmed by the sudden changes in their student populations and [are] scrambling to develop programs and approaches that might work" (IV.5).

Other California districts are "oblivious or stubbornly refusing to recognize that changes in staffing, curriculum or program structure might be in order" (IV.5).

Most districts in California do not know...what [the immigrant children's] academic needs are (IV.5).

Services

In FY 1987, the program served 428,688 immigrant students in 29 states, Puerto Rico, and the District of Columbia (IV.4).

A Refugee Materials Center, which disseminates educational materials to assist LEA staff working with refugee students, has been in operation since 1975 (IV.7).

IV. SOURCES OF INFORMATION

1. Distribution of State-Administered Federal Education Funds: Eleventh Annual Report. Washington, DC: U.S. Department of Education, 1987.

2. Study of the Needs and Services to Recent Immigrant Students. Washington, DC: HOPE Associates, 1984.

3. Passel, & Woodrow, "Geographic Distribution of Undocumented Immigrants: Estimates of Undocumented Aliens Counted in the 1980 Census by State," (unpublished paper), Washington, DC: Bureau of the Census, 1984.

4. Program files.

5. Crossing the Schoolhouse Border: Immigrant Students and the California Public Schools. San Francisco, CA: California Tomorrow, 1988.

6. Passel, J.S., "Immigration to the United States," (text of speech), Washington, DC: Bureau of the Census, August 1986.

7. de Kanter, A., Review of the Refugee Materials Center (Region VII). Washington, DC: U.S. Department of Education, June 1987.

V. PLANNED STUDIES

A descriptive study of the refugee and immigrant programs is planned to begin in FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Johnathan Chang, (202) 245-2609

Edward Fuentes, (202) 732-5072--Research and Evaluation

Program Studies : Valena Plisko, (202) 732-1958

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

AID TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN IN STATE-OPERATED AND STATE-SUPPORTED SCHOOLS
(CHAPTER 1, ECIA)
(CFDA No. 84.009)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA) of 1981, Chapter 1, P.L. 97-35, as amended (20 U.S.C. 3801-3807, 3871-3876) (expires September 30, 1988).

Purpose: To provide Federal assistance for special educational services for handicapped children in State-operated or State-supported schools and programs and for children who have been transferred to local education agencies (LEAs), but who continue to be counted under this program.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$ 15,917,000	1983	$146,520,000
1970	37,482,000	1984	146,520,000
1975	87,864,000	1985	150,170,000
1980	145,000,000	1986	143,713,000
1981	156,625,000	1987	150,170,000
1982	146,520,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Chapter 1 funds for handicapped children provide grants to more than 2,400 State agencies, institutions, and LEAs serving about 255,000 children (1986-87). The largest category of children served is the mentally retarded (36 percent of program participants), followed by emotionally disturbed (18 percent), learning disabled (10 percent), and speech-impaired children (10 percent).

Table 1

Handicapped Children Served under Chapter 1 State-Operated Program
(School Year 1986-87)

	Number	Percentage of Total
Mentally retarded	86,675	34%
Emotionally disturbed	43,386	17
Speech impaired	26,012	10
Learning disabled	25,358	10
Multi-handicapped	23,686	9
Hard of hearing and deaf	21,701	9
Orthopedically impaired	11,636	5
Visually handicapped	7,848	3
Other health impaired	7,692	3
Deaf-blind	915	0.4
Total	254,909	100% 1/

1. Numbers add to more than 100 because of rounding.

Most States serve less than 10 percent of their total handicapped students with Chapter 1 funds. In the 1986-87 academic year, only 9 States and the District of Columbia served 10 percent or more of their special education students under Chapter 1, and 33 States served 5 percent or less. The range is wide--64 percent of handicapped children in the District of Columbia are served under this program; 22 to 26 percent of handicapped children in Vermont, Delaware, and Alaska; and less than 1 percent of handicapped children in California, Minnesota, Nebraska, Alabama, and Iowa. Moreover, the number of children served does not always correlate with relate with the size of the State's population. California, which has more than 390,000 handicapped children, served fewer children with Chapter 1 funds than Vermont or Delaware.

On the basis of limited data from a set of case studies (IV.2), it appears that States serving many students under Chapter 1 use the funds primarily for children with less severe handicapping conditions, such as learning disabilities. The States serving fewer children serve more severely handicapped children, such as deaf-blind. The severely handicapped children in lower-percentage States were likely to be in residential, hospital, or homebound settings. The children in States with high percentages of Chapter 1 students were still likely to be in separate schools or classes, rather than mainstreamed.

Services

The services provided by States under Chapter 1 include special educational services needed by handicapped children, such as classroom instruction, basic instruction, instruction in hospitals and institutions, and speech pathology services. They also include a variety of services needed to enable the children to benefit from special education, such as transportation, diagnostic services, psychological and counseling services, social work services, occupational therapy, and physical therapy.

The agencies providing the services include State institutional facilities, State residential schools, early intervention and preschool programs, private schools, intermediate school districts, statewide services to exceptional populations, and transitional programs for handicapped youth. The number of programs in all these categories varies widely by State. In the study of nine States (IV.2), as many as 50 percent of the programs funded or as few as 3 percent were in residential schools. The numbers of students served in nontraditional programs (those other than residential or institutional facilities) has been growing.

Program Administration

The State education agency (SEA) receives the Chapter 1 grant and distributes the funds to participating State agencies (or, where eligible, to LEAs. SEAs include units responsible for compensatory education, special education, rehabilitation services, mental health, mental retardation, development disabilities, public health, social services, and boards of corrections and charities. The study of nine States (IV.2) found that States in which primary administrative responsibility was located in the State's division of special education, served a higher percentage of their handicapped children with Chapter 1 funds than did States in which the primary administrative authority rested with the compensatory education unit.

Improvement Strategies

States used Chapter 1 Handicapped funds to support State schools for the deaf and other residential or instructional facilities.

IV. SOURCES OF INFORMATION

1. Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, (Washington, DC: U.S. Department of Education, 1987).

2. Factors Associated with High and Low Use of the Chapter 1 State Program for the Handicapped (P.L. 89-313) Nine States, (Washington, DC: Research and Evaluation Associates, Inc., 1986).

3. Assessment of Educational Programs in State-Supported and State-Operated Schools, (Falls Church, VA: Rehabilitation Group, Inc., 1979).

V. PLANNED STUDIES

Congress has requested the General Accounting Office to conduct a study of this program, using case studies of a number of States.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Jeffrey Champagne, (202) 732-1014

Program Studies : Ricky Takai, (202) 732-3630

HANDICAPPED STATE GRANT PROGRAM
(CFDA No. 84.027)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part B, P.L. 91-230, as amended (20 U.S.C. 1411-1420) (expires September 30, 1991).

Purpose: The Handicapped State Grant Program assists States in meeting the special education needs of handicapped children. The express intent of the Education of the Handicapped Act is to assure that all handicapped children have available to them a free, appropriate public education which includes special education and related services to meet each child's needs.

FUNDING HISTORY

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 2,500,000	1983	$1,017,900,000
1970	29,190,000	1984	1,067,875,000
1975	200,000,000	1985	1,135,145,000
1980	874,500,000	1986	1,163,282,000
1981	874,500,000	1987	1,338,000,000
1982	931,008,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

The implementation of the least restrictive environment provision of the EHA continues to be a priority area for the State Grant Program. During fiscal year 1987, the Department of Education also emphasized issues relating to learning disabilities. The Office of Special Education Programs initiated a General Education Initiative for Learning Disabilities, which seeks to expand and improve special and general education services for learning disabled children within the regular classroom. In November 1986, the Assistant Secretary for Special Education and Rehabilitative Services issued a report on strategies to meet the needs of students with learning problems. In July 1987, the Office of Special Education Rehabilitative Services (OSERS) and the Office of Elementary and Secondary and Education's Compensatory Education Programs sent a joint policy statement to the States stressing the need for cooperative planning and programming among special, compensatory, and general educators to improve services to students with learning problems.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Handicapped State Grant Program serves children ages 3 to 21 who need special education and related services because of a handicap. In the 1986-87 academic year 4,166,694 children were served under this program, 1 percent higher than in previous year. Most children served were school-age: 89 percent were between the ages 6 and 17, 6 percent were between the between the ages of 3 and 5, and 5 percent were between the ages 18 and 21.

In 1986-87, almost half of all handicapped children served by EHA State Grants were learning disabled (46 percent). Other large categories included speech impaired (27 percent), mentally retarded (14 percent), and emotionally disturbed (8 percent). The remaining categories (deaf, visually impaired, orthopedically impaired, deaf-blind, and other) accounted for about 5 percent of the children served.

Since FY 1980, the total number of handicapped children served has increased by 6 percent. Within this overall increase, the numbers and proportions of children in the various handicapping categories have shifted radically. The most significant changes, in terms of percentage and numbers of children involved, were the increase in learning disabled children and the decreases in "other health impaired" and mentally retarded.

Table 1

Handicapped State Grant Program
Distribution by Handicapping Condition

	Academic Year		Change 1981 - 1987	
	1980-81	1986-87	Number	Percentage
Learning disabled	1,439,826	1,900,741	+460,915	+32%
Speech impaired	1,166,706	1,114,410	- 52,296	- 4
Mentally retarded	738,509	577,749	-160,760	-22
Emotionally disturbed	312,632	341,294	+ 28,662	+ 9
Multi-handicapped	59,544	75,730	+ 16,186	+27
Orthopedically handicapped	48,315	46,692	- 1,623	- 3
Deaf and hard of hearing	55,681	45,060	- 10,621	-19
Other health impaired	94,536	44,966	- 49,570	-52
Visually handicapped	23,670	19,201	- 4,469	-19
Deaf-blind	1,949	851	- 1,098	-56
Total	3,941,368	4,166,694	+225,326	+ 6%

Many observers feel that some of the changes resulted from reclassifying children out of categories that carry some social stigma (such as "mentally retarded") or had little definition ("other health impaired") to the "learning disabled" category.

Because of relatively high numbers of minority children being classified as learning disabled, as well as the lack of precise and consistent definitions for the condition, considerable attention has focused on the large increases in this category. It has been charged that children who are hard to manage or lagging in their school work are being inappropriately classified as handicapped, especially in the learning disabled or mentally retarded categories. OSERS has taken steps, including funding special grant programs, to encourage and help schools to meet the needs of children who might otherwise be classified as handicapped through regular classroom interventions.

Services

Under the Handicapped State Grant Program, handicapped children receive a variety of services aimed at enabling them to benefit from education. The services include special education services, such as classroom instruction, instruction in hospitals and institutions, and speech pathology services. A variety of related services also are provided, including transportation, diagnostic services, psychological services, school health services, recreation services, counseling, occupational therapy, physical therapy, and social work services.

The vast majority of handicapped children received special education and related services in settings with nonhandicapped children, in regular classrooms (27 percent), resource rooms (41 percent), or separate classes within a regular education building (24 percent). The remaining children were served in separate public schools (3.8 percent), private schools (1.6 percent), public or private residential facilities (1.4 percent), correctional facilities (0.3 percent), and homebound or hospital environments (0.8 percent).

Most learning disabled children were served in regular classes or resource rooms; emotionally disturbed children, in contrast, were served either in a resource room or in a separate class. More than half of the mentally retarded children were served in separate classes. Only 4 percent of deaf-blind children were served in a regular classroom, with another 38 percent served in resource rooms or separate classes in regular schools.

Program Administration

The Handicapped State Grant program allocates funds to SEAs, which must distribute at least 75 percent of the funds to LEAs and intermediate units for direct services to handicapped children. States may use up to 20 percent of their portion, or 5 percent of the total grant, for administrative expenses.

Several areas need improvement in most of the States monitored. One key area is the State's responsibility to ensure that children are educated in the least restrictive environment. Some States were found to have no formal standards for use in documenting and justifying placement decisions.

Reviews of student records in several States found little or no information that consideration had been given to determining the least restrictive environment. Instead, placements were made solely on the basis of handicapping condition or administrative convenience. OSERS is requiring the States to develop detailed policies and procedures and to take documented steps to ensure that other agencies implement the requirements.

A second important problem area is the "general supervision" requirement. An SEA must have adequate authority over other State agencies that use EHA funds, must ensure that the other agencies maintain proper records and coordinate program services, and must provide information on EHA requirements and successful program practices. Although most of the States monitored had established adequate authority in the SEA over all programs administered by the State, SEAs sometimes fail to monitor adequately other State programs, and other agencies do not always keep the records needed for compliance with EHA regulations.

Outcomes

Limited information is available on student outcomes resulting from Handicapped State Grant programs. It is clear that most, handicapped children are served in regular classes or in resource rooms (68 percent) of the regular school buildings. his is consistent with EHA's requirement that children be served in the least restrictive environment and be able to participate with nonhandicapped children in nonacademic and extracurricular activities.

IV. SOURCES OF INFORMATION

1. Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, (Washington, DC: U.S. Department of Education, 1987).

2. Program files.

V. PLANNED STUDIES

A number of evaluation studies on various aspects of the Handicapped State Grant Program are under way. Studies mandated in legislation include:

1. A longitudinal study of handicapped students and their status after learning school (completion date: January 1992);

2. A survey of State and local expenditures for special education and related services (completion date: June 1988); and

3. A study of instructional programs for children in day and residential facilities (completion date: September 1988).

Another study that should provide interesting data on student outcomes is an analysis of transcripts of handicapped students tested in the National Assessment of Student Progress (NAEP) scheduled to be completed in FY 1989.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Jeffrey Champagne, (202) 732-1056

Progrm Studies : Ricky Takai, (202) 732-3630

PRESCHOOL GRANTS FOR HANDICAPPED CHILDREN
(CFDA No. 84.173)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part B, Section 619, P.L. 91-230, as amended, (20 U.S.C. 1419).

Purpose: To provide Federal assistance for special education and related services for handicapped children ages 3 to 5. By 1991, States must serve all handicapped children in this age range or they will lose eligibility for funding under this program, funding for the same age range under the EHA Part B Assistance to States program, and funding for certain discretionary grants. Funding is provided to States in accordance with the number of children ages 3 to 5. Also, for Fiscal Years 1987, 1988, and 1989, States will receive funds according to the estimated number of additional 3 to 5-year-old handicapped children expected to be served by the next December 1.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1977	$12,500,000	1984	$ 26,330,000
1980	25,000,000	1985	29,000,000
1981	25,000,000	1986	28,710,000
1982	24,000,000	1987	180,000,000
1983	25,000,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Preschool Grants program is usually operated as a separate grant from the Part B grant activity. States submit separate performance reports for the Preschool Grants program. In the 1986-87 school year, 265,783 handicapped children ages 3 to 5, were served under the Preschool Grants program. The largest category of children served was speech impaired (69.5 percent).

Table 1

Number and Percentage of Handicapped Children, Ages 3-5, Served, By Handicapping Condition (1986-87 School Year)

	Number	Percent of Total
Speech-impaired	184,727	69.5
Mentally retarded	21,157	8.0
Learning disabled	20,068	7.5
Multi-handicapped	14,380	5.4
Orthopedically impaired	7,459	2.8
Emotionally disturbed	6,709	2.5
Hard of hearing and deaf	5,177	1.9
Other health impaired	4,238	1.6
Visually handicapped	1,785	0.7
Deaf-blind	114	0.04
Total	265,814	100.0 1/

1. Numbers add to less than 100 because of rounding.

Services

Programs for preschool handicapped children may be home-based or center-based, in residential or regular school sites. States reported that almost 83 percent of the preschool children served were in regular classes, separate classes, or a resource room.

The services provided by States under the Preschool Grant program are special education and related services needed by preschool handicapped children. These services include motor and speech/language instruction or development of self-help, cognitive, and social skills. The program also supports a variety of related services that enable the children to benefit from special education, such as parent training, transportation, diagnostic services, psychological and counseling services, and physical therapy.

Program Administration

The State education agency (SEA) receives the Preschool Program grant. In FY 1987, at least 70 percent of the grants had to go to local education agencies (LEAs) and other agencies serving handicapped children ages 3 to 5. In FY 1987, up to 5 percent could be used for administration, and the rest of the State's funds must be used for the planning and development of a comprehensive delivery system for direct support and services. After the 1987-88 school year, the States may retain only 20 percent for planning, direct services and support, and up to 5 percent for administration.

IV. SOURCES OF INFORMATION

1. *Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act*, (Washington, DC: U.S. Department of Education, 1987).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Susan Fowler, (202) 732-1014

Program Studies : Ricky Takai, (202) 732-3630

HANDICAPPED REGIONAL RESOURCE CENTERS PROGRAM
(CFDA No. 84.028)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part C, P.L. 91-230, as amended by P.L. 99-457 (20 U.S.C. 1421) (expires September 30, 1991).

Purpose: To provide consultation, technical assistance, and training to State education agencies (SEAs) to aid in providing special education, related services, and early intervention services to SEAs and to other appropriate State agencies.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$5,000,000	1983	$2,880,000
1970	3,000,000	1984	5,700,000
1975	7,087,000	1985	6,000,000
1980	9,750,000	1986	6,300,000
1981	2,950,000	1987	6,700,000
1982	2,880,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, (Washington, DC: U.S. Department of Education, 1987).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Gardner, (202) 732-1026

Program Studies: Ricky Takai, (202) 732-3630

SERVICES TO DEAF-BLIND CHILDREN AND YOUTH
(CFDA No. 84.025)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part C, Section 622, P.L. 91-230, as amended by P.L. 98-199 and P.L. 99-457 (20 U.S.C. 1422) (expires September 30, 1989).

Purposes: The Services to Deaf-Blind Children and Youth program helps State education agencies (SEAs) assure the provision of special education and related services to deaf-blind children and youth, and makes available to deaf-blind youth, upon attaining the age of 22, programs to facilitate their transition from educational to other services. The program also provides for the collection of data on the number of deaf-blind children and youth benefiting from the program, and for the dissemination of information and materials on the education of deaf-blind children and youth, and for extended school-year demonstration projects for severely handicapped children and youth.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 1,000,000	1983	$15,360,000
1970	4,000,000	1984	15,000,000
1975	12,000,000	1985	15,000,000
1980	16,000,000	1986	14,355,000
1981	16,000,000	1987	15,000,000
1982	15,360,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987, the Department of Education funded 31 State and seven multi-State projects for the provision of direct and technical assistance services for deaf-blind children and youth. First priority for the use of funds was to provide appropriate services to those deaf-blind children for whom States are not required to make available a free, appropriate, public education under Part B of the Education of the Handicapped Act or some other authority. Second priority under these awards is the provision of technical assistance to SEAs.

The program also supported demonstration and other projects in areas such as supported employment, communication skills development, transition skills development, and nondirected demonstration projects. In addition, two national technical assistance awards were made to enhance services to deaf-blind children and youth from birth through age 21, and deaf-blind youth from age 22 and above. Also, a national dissemination award was made to provide educational information for parents of deaf-blind children and youth, and professionals working with them.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

During the year, work has continued to obtain an accurate count of the number of deaf-blind children and youth in the Nation. The most recent data show a total of 5,347 deaf-blind persons below the age of 22.

A 1981 evaluation study, conducted through Project FORUM, interviewed 11 State directors of deaf-blind services. Most agreed that States no longer considered deaf-blind children as a distinct population, but served them in programs for multiply handicapped children (IV.2).

Services

The FORUM study also reported that "most States are now capable and organized to develop, administer, and deliver a range of services to deaf-blind children and to the people who serve them."

Program Administration

A 1982 survey of all State coordinators of deaf-blind services reached no consensus on whether Section 622 funds should be targeted only for indirect services or whether Section 622 funds should be phased out (IV.4).

Outcomes

A 1982 assessment of the program revealed that the deaf-blind State and multi-State projects were successful in providing diagnostic and evaluative services and in establishing programs of adjustment, orientation, and education (IV.3).

IV. SOURCES OF INFORMATION

1. Ninth Annual Report to Congress on Implementation of the Education of the Handicapped Act, (Washington, DC: U.S. Department of Education, 1987).

2. Project FORUM, sponsored by U.S. Department of Education, Washington, DC, 1981.

3. Evaluability Assessment of the Deaf-Blind Centers and Services Program, (Palo Alto, CA: American Institutes for Research, 1982).

4. Deaf-Blind Perceptions from the 1970s--Directions for the 80s (Hanley, Clark, and Hanley, 1982).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles W. Freeman, (202) 732-1165

Program Studies: Ricky Takai, (202) 732-3630

EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN
(CFDA No. 84.024)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part C, Sections 623 and 628 (20 U.S.C. 1423 and 1427) (expires September 30, 1989).

Purposes: To support activities designed to address the special problems of children with handicaps, from birth through age 8, and their families; and to help State and local entities expand and improve programs and services for those children and their families.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 945,000	1983	$16,800,000
1970	4,000,000	1984	21,100,000
1975	14,000,000	1985	22,500,000
1980	20,000,000	1986	24,000,000
1981	17,500,000	1987	24,470,000
1982	16,800,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

In addition to awarding grants for outreach projects and nondirected demonstration and experimental projects, the program made awards in specific priority areas: community involvement projects, projects to develop models for serving infants with severe disabilities, and inservice training projects for personnel serving infants and toddlers with disabilities and their families.

The program made awards for research projects that will examine the relative effectiveness of existing strategies for teaching social skills and for enhancing language development of preschool-age children.

The program also awarded a new contract for an Early Childhood Technical Assistance Center.

Finally, a cooperative agreement was awarded for an Early Childhood Research Institute that will develop and evaluate curricula and materials for training special education and related-services personnel to serve infants and toddlers with disabilities and their families.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1987, an evaluation of the outreach strategy of this program was completed (IV.2). The study found that the goal of the outreach projects is to disseminate information about exemplary practices to new sites and to provide training and other assistance so that an increasing number of sites will be targeting the population of young handicapped children.

Services

The evaluation study also examined the goals of five types of funded projects: demonstration projects, outreach projects, research institutes, State plan grants, and technical assistance projects. Demonstration and outreach projects are providing highly visible services to the target population. Research institutes increase the knowledge base and train leaders. State plan grants are designed to enhance the capability of States to provide service delivery systems. Technical assistance projects support demonstration projects and State plan grants.

Program Administration

The study compared the program favorably with other Federal outreach programs, but found weaknesses in the inability to gain State involvement. Other weaknesses cited were a lack of emphasis on product development and problems caused by the failure to provide multi-year funding.

Outcomes

The study examined six outreach training projects, using a total of $796,828 in project funds. A total of 992 people were trained with no follow-up training, and 631 people were trained with follow-up.

Improvement Strategies

The study recommends that the outreach projects of the program assume the responsibility of project development and document activities accordingly. Multi-year funding of projects is emphasized. Procedures for replication should be part of the outreach strategy.

IV. SOURCES OF INFORMATION

1. Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, (Washington, DC: U.S. Department of Education, 1987).

2. Strategy Evaluation of the Handicapped Children's Early Education Program, (Washington, DC: COSMOS Corporation, 1987).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: James L. Hamilton, (202) 732-4503

Program Studies: Ricky Takai, (202) 732-3630

INNOVATIVE PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN
(CFDA No. 84.086)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part C, Sections 624 and 628 (20 U.S.C. 1424 and 1427) (expires September 30, 1989).

Purpose: To support research, development, demonstration, training, and dissemination activities that address the needs of children with severe handicaps.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$2,247,000	1983	$2,880,000
1975	2,826,000	1984	4,000,000
1980	5,000,000	1985	4,300,000
1981	4,375,000	1986	5,000,000
1982	2,880,000	1987	5,300,000

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987, funds were used to support five initiatives:

1. Statewide System Change. To help States develop a comprehensive delivery system to improve the quality of special education and related services in the State for severely handicapped (including deaf-blind) children and youth, and change the delivery of services from segregated to integrated environments.

2. Nondirected Demonstration and Research Projects. To demonstrate innovative and effective approaches to the education of severely handicapped (other than deaf-blind) children and youth.

3. Education of Severely Handicapped in the Least Restrictive Environment. To demonstrate methods of serving of severely handicapped (including deaf-blind) children and youth in the least restrictive environment.

4. Inservice Training. To train qualified personnel to provide services to severely handicapped (including deaf-blind) children and youth.

5. Model Projects for Most Severely Handicapped Children and Youth. To provide models for direct services to these children and youth through the replication of model practices.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The COSMOS Corporation and the American Institutes for Research (AIR) completed an evaluation of the Severely Handicapped Projects in 1987 (IV.2).

The report describes severely handicapped children and youth as those who, because of the intensity of their physical, developmental, or emotional problems, need highly specialized educational, social, psychological, and medical services to maximize their full potential for useful and meaningful participation in society and for self-fulfillment.

Services

The study describes eight distinct types of projects designed to serve the target population:

1. Research institutes that have the major purpose of conducting research and to develop and demonstrate interventions benefiting the education of severely handicapped children and youth.

2. Nondirected demonstration projects with topics suggested by the grant applicant.

3. Directed demonstration projects with topics suggested by the Severely Handicapped program.

4. Model projects, based on previously validated procedures.

5. Statewide projects that emphasize changing the delivery of services from segregated to integrated environments.

6. Districtwide projects that emphasize innovative practices to promote education of handicapped children and youth in less segregated environments.

7. Inservice training of professionals and paraprofessionals.

8. Supported employment for deaf-blind youth who have not been eligible for vocational rehabilitation services.

Program Administration

The study found that principal investigators were concerned about the project review process, conditions, and coordination and monitoring. Research-oriented project investigators noted that a period of 3 years was far too short to produce viable research results. Other investigators called for more opportunities for interaction among projects.

Improvement Strategies

The following recommendations were made based on this study:

- The program should institute a report review activity,
- The program should better monitor implementation of its strategies,
- The program should consider longer funding periods for the statewide change projects.

IV. SOURCES OF INFORMATION

1. Ninth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1987).

2. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Severely Handicapped Program, (Washington, DC: COSMOS Corporation, August 1987).

V. PLANNED STUDIES

The Cosmos Corporation has begun the strategy evaluation of the Severely Handicapped program, which will focus on the incorporation of projects funded by the Severely Handicapped program. The general questions to be asked during the study fall into three categories:

1. What factors influence the successful incorporation of projects (or the practices supported by the projects) initially funded by the Severely Handicapped program?
2. Does successful incorporation relate to the pattern of Severely Handicapped program strategies used by the projects during funding?
3. How do projects assess the severity of the handicapping conditions of the children being served by these projects?

This strategy evaluation is expected to be completed by late summer 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Sara Conlon, (202) 732-1157
Program Studies:	Ricky Takai, (202) 732-3630

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS
(CFDA No. 84-078)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, Part C, Section 625, as amended, (20 U.S.C. 1424a and 1427(e)) (expires September 30, 1989).

Purpose: This program seeks to improve postsecondary educational programs for handicapped adults by offering two types of funded projects: (1) direct service grants to postsecondary and vocational technical schools that serve deaf students and (2) demonstrations and special projects that develop innovative models for the delivery of support services, or modify existing educational programs for postsecondary and adult handicapped students.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1975	$ 575,000	1984	$ 5,000,000
1980	2,400,000	1985	5,300,000
1981	2,950,000	1986	5,500,000
1982	2,832,000	1987	5,900,000
1983	2,832,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

In 1987, program initiatives focused on helping handicapped persons make the transition from high school to employment by providing further training for work, and on helping handicapped persons succeed in regular postsecondary education programs along with their ablebodied peers.

III. PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Ernest Hairston--Deaf Centers, (202) 732-1172 Joseph Rosenstein--Model Demonstration, (202) 732-1176
Program Studies :	Ricky Takai, (202) 732-3630

TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED
(CFDA No. 84.029)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part D, Sections 631, 632, 634, and 635. (20 U.S.C. 1431, 1432, 1434, and 1435) (expires September 30, 1989).

Purposes: To improve the quality and reduce the shortages of personnel providing special education, related services, and early intervention services to children with handicaps; and to support training and information services for parents of handicapped children.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$19,500,000	1983	$49,300,000
1970	36,610,000	1984	55,540,000
1975	37,700,000	1985	61,000,000
1980	55,375,000	1986	64,000,000
1981	43,500,000	1987	67,730,000
1982	49,300,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

The Personnel Preparation Program was evaluated in a two-part study consisting of a strategy evaluation (IV.1) and a goal evaluation (IV.2). The purpose of the strategy evaluation was to develop information to improve the strategy of targeting resources to the areas of critical demand for personnel. The evaluation focused on the potential utility of using a count of the number of relevant staff hired in a specified period as a measure for estimating current and projected demand for personnel in special education. The goal evaluation examined the program logic and the extent to which the program was achieving its goals.

Population Targeting

The strategy evaluation (IV.1) concluded that:

o "Hires" as a single measure was not an accurate estimate of demand (IV.1).

- Quantitative data were available on personnel from LEAS and SEAs for the past 2 to 3 years.
- Available data were reasonably accurate and reliable.
- Measurement of current demand requires further examination of underqualified personnel. Measurement of projected demand was not a concern of LEAs.

Program Administration

- Reporting routines were running smoothly, but the reporting burden was increasing. LEAs and SEAs were unable to provide the cost of collecting and maintaining data used to determine the need for personnel.
- Enormous difficulties would be expected if data on "hires" and the associated variables were required.

Outcomes

The goal evaluation (IV.2) concluded that:

- Project results support program objectives.
- Project results are well documented.
- Program logic and assumptions are valid.

Improvement Strategies

The study contractor made the following recommendations (IV.1) if the Department decides to pursue a data system for targeting need:

- Agree on definitions of terms used in targeting areas of critical demand.
- Conduct a study to provide information for building the recommended data system.
- Decide the level of demand and build a data system to match this objective.
- Plan data collection in collaboration with SEAs and LEAs.
- Develop practical statistical means for improving the utility of available data.

IV. SOURCES OF INFORMATION

1. Strategy Evaluation of the Special Education Personnel Development Program. (Washington, DC: Comos Corporation, 1987).

2. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Personnel Preparation Program--Final Goal Evaluation. (Washington, DC: Comos Corporation, 1987).

3. Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Norman D. Howe, (202) 732-1068

Program Studies: Ricky Takai, (202) 732-3630

CLEARINGHOUSES FOR THE HANDICAPPED PROGRAM
(CFDA No. 84.030)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part D, Sections 633 and 635, (20 U.S.C. 1433 and 1435) (expires September 30, 1989).

Purpose To disseminate information and provide technical assistance on educational resources and programs for handicapped children and youth. Three clearinghouses are supported through awards to (1) disseminate information and provide technical assistance to parents, professionals, and other interested parties; (2) provide information on postsecondary programs and services for handicapped children; and (3) encourage students and professional personnel to pursue careers in the field of special education.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 250,000	1983	$ 720,000
1970	475,000	1984	1,000,000
1975	500,000	1985	1,025,000
1980	1,000,000	1986	1,110,000
1981	750,000	1987	1,200,000
1982	720,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

P.L. 99-457 authorized a new national clearinghouse on careers and employment in special education, which assumed one of the principal functions previously performed by the national clearinghouse on the education of the handicapped. The purpose of the new clearinghouse is to identify, develop, store, analyze, and disseminate timely, reliable information related to the issues surrounding career choice, conditions of employment, and identification of needs for special education and related services personnel.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Helene Corradino, (202) 732-1167

Program Studies: Ricky Takai, (202) 732-3630

DISCRETIONARY GRANTS FOR HANDICAPPED--INNOVATION AND DEVELOPMENT PROGRAM (CFDA No. 84.023)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part E, Sections 641-644 (20 U.S.C. 1441-1444) (expires September 30, 1989).

Purpose: To support research and related activities that help special education and related-services personnel, early intervention personnel, and other persons, including parents, improve the education and related services for handicapped infants, children, and youth, through the application of research and technology.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1964	$ 2,000,000	1983	$ 12,000,000
1970	13,360,000	1984	15,000,000
1975	9,341,000	1985	16,000,000
1980	20,000,000	1986	17,000,000
1981	15,000,000	1987	18,000,000
1982	10,800,000		

II. 1987 DEPARTMENTAL INITIATIVES

The Department of Education initiatives in FY 1987 included the following:

To reduce the cost of administration, a computerized management information system was developed to track projects and to generate management information reports.

Under one competition conducted in this program, nine projects were funded for 3 years each to conduct research on the education of learning disabled and mild handicapped students in general education classrooms. In a second competition, one project was funded for the synthesis, validation, and dissemination of research methods for mainstream settings.

In support of the Early Childhood Initiative, a research institute was funded to study effective policies to serve handicapped infants and toddlers.

In support of the Least Restrictive Environment Initiative, an institute was funded to study the placement and integration of children with severe handicaps.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

A task force in the Office of Special Education Programs has developed a 5-year research plan to establish overall priorities for guiding competitions conducted under the Innovation and Development program. The task force is now obtaining input from the field, and expects the plan to be completed in FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Martin Kaufman, (202) 732-1106

Program Studies : Ricky Takai, (202) 732-3630

DISCRETIONARY GRANTS FOR HANDICAPPED--MEDIA AND CAPTIONING SERVICES
(CFDA No. 84.026)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part F (20 U.S.C. 1451-1454) (expires September 30, 1989).

Purpose: To contribute to the general welfare of deaf persons by providing cultural and educational enrichment through films and to promote the educational advancement of handicapped persons through use of educational media and technology. Free distribution services are funded under a loan service program for films and media; captioning and decoder services are funded under a media research, production, distribution, and training program.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 2,800,000	1983	$12,000,000
1970	6,500,000	1984	14,000,000
1975	13,250,000	1985	16,500,000
1980	19,000,000	1986	17,500,000
1981	17,000,000	1987	13,804,000 1/
1982	11,520,000		

1. The Education of the Handicapped Act Amendments of 1986, P.L. 99-457, created a new authority under which to fund activities related to special education technology. These activities are now primarily funded under the new authority program.

II. FY 1987 DEPARTMENTAL INITIATIVES

Objectives for FY 1987 related primarily to the captioning and distribution of films, the closed captioning of television, and the design and production of Line 21 decoders.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

The program operates three free distribution services: the Theatrical Captioned Films Collection (TCF); the Educational Captioned Films Collection (ECF); and the Handicapped Learner Materials and Advocacy Materials Collection.

Program Administration

A 1982 study by the American Institutes for Research found that costs for development of the ECF system are reasonably well documented and that the services are satisfactory to the users.

Outcomes

The study found that the ECF system functions with a high degree of efficiency. The TCF system was believed to be less effective, but no feedback from users was available.

Improvement Strategies

The study suggested implementation of a performance monitoring system.

IV. SOURCES OF INFORMATION

1. Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1987).

2. "Rapid Feedback Assessment of the Captioned Films Loan Service for the Deaf" (Palo Alto, CA: American Institutes for Research, 1982).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ernie Hairston, (202) 732-1172

Program Studies: Ricky Takai, (202) 732-3630

EDUCATION OF THE HANDICAPPED ACT--SPECIAL STUDIES
(CFDA No. 84.259)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), as amended, Part B, Section 618 (20 U.S.C. 1418) (expires September 30, 1989).

Purposes: The program has two purposes:

1. To assess progress in the implementation of the Education of the Handicapped Act and to assess the impact and effectiveness of State and local efforts and the efforts by the Secretary of Interior to provide a free and appropriate public education to all handicapped children and youth and early intervention services to handicapped infants and toddlers; and

2. To provide Congress with information relevant to policymaking, and to provide Federal, State, and local agencies and the Secretary of Interior with information relevant to program management, administration, and effectiveness with respect to such education and early intervention services.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1977	$1,735,000	1984	$3,100,000
1980	1,000,000	1985	3,170,000
1981	1,000,000	1986	3,440,000
1982	480,000	1987	3,800,000
1983	480,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education seeks as part of the Special Studies mandate, to evaluate the impact of the act, including States' efforts to provide a free, appropriate, public education to handicapped children:

1. Transition From School to Work: The contract for the Longitudinal Study on a Sample of Handicapped Students (awarded in 1984) is examining the academic and vocational in-school, transition, and out-of-school experiences of a sample of high school handicapped students.

2. Special Education/Regular Education: Under the State Education Agency/Federal Evaluation Studies Program (SEA/FESP), four SEAs are evaluating the impact and effectiveness of varying program options and services provided in regular education to suspected or identified handicapped students.

- The Iowa Department of Public Instruction is investigating the impact of prereferral interventions designed for students with learning or behavioral problems who are referred, or are about to be referred, to special education by regular classroom teachers.
- The New York State Education Department is investigating the availability of instructional program options and services for students who are experiencing learning difficulties and who are succeeding in regular instructional programs.
- In 1985, North Carolina revised its regulation for determining learning disabilities and behavioral or emotional handicaps. Two levels of documentation for the identification of students are now required. The North Carolina SEA is evaluating the effectiveness of this model, which requires a first level of identification by the classroom teacher and a second level of intervention recommended by a school support/assistance/intervention team and carried out by the classroom teacher to determine whether a referral for special education assessment should be submitted.
- The Kansas SEA is assessing the effectiveness of new State guidelines requiring that a student to be presented with learning experiences in the regular education setting, and a determination to be made that the student has not achieved to his or her potential in thet regular education environment, before the student can be referred for evaluation.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The special studies required by Section 618 of the EHA represent topics and concerns for which nationally representative information is needed by Congress and the Department of Education. In 1983, Congress authorized the SEA/FESP, under which a wide variety of specialized subject evaluations have been carried out.

Services

The SEA/FESP offers States up to 60 percent of the cost of approved State evaluation studies.

Program Administration

Contracts for special studies are administered by Federal staff. SEA cooperative agreements are administered by Federal and State staff.

Outcomes

Over the past 5 years, special studies have been conducted on a wide range of evaluation issues, including the following:

- A 5-year longitudinal study of the impact of P.L. 94-142 on a select number of local educational agencies (LEAs) which described the implementation process for the school districts and identified problem areas;
- A project to provide technical assistance in analyzing data obtained from States for use in the annual report;
- A 4-year study to evaluate procedures undertaken to prevent erroneous classification of handicapped children;
- A State-local communication network for exploring critical issues related to P.L. 94-142;
- A special study to review and assess the impact of terms and definitions used to describe the seriously emotionally disturbed population and their effects on service provision;
- A 5-year longitudinal study to examine the academic and vocational in-school, transitional and out-of-school experiences of a sample of high school handicapped students;
- Technical assistance to SEAs participating in the SEA/FESP (described below); and
- A study of programs of instruction for handicapped children and youth in day and residential facilities.

IV. SOURCES OF INFORMATION

1. Ninth Annual Report to Congress on Implementation of the Education of the Handicapped Act, (Washington, DC: U.S. Department of Education, 1987).

V. PLANNED STUDIES

Two priorities have been proposed for the coming year: SEA/FESP Agency/Federal Evaluation Studies Projects (SEA/FESP) and a Study of Anticipated Services for Handicapped Students Exiting from School.

For the SEA/FESP projects, studies will be designed to

- o assess the effect of State and local fiscal policies on the delivery of prereferral services and special education in regular classrooms at either the elementary or secondary school level;
- o document experiences of special education students after they exit from secondary school, and determine the relationship between secondary programming and postsecondary outcomes;
- o evaluate the effect of alternative assessment practices on multilingual children and youth and those with limited English proficiency (LEP);
- o assess program effectiveness and impact through utilization of student outcome indicators.

The Study of Anticipated Services will document the transitional and adult service needs of handicapped students exiting secondary school and examine the relationship between educational characteristics of students and their adult service needs.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Susan Thompson-Hoffman, (202) 732-1122

Program Studies: Ricky Takai, (202) 732-3630

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTHS
(CFDA No. 84. 158)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), as amended, Part C, Sections 626 and 628 (20 U.S.C. 1425 and 1427(f)) (expires September 30, 1989).

Purposes: To strengthen and coordinate educational and related services for handicapped youths; to help them make the transition to post-secondary education, vocational training, competitive employment (including supported employment), continuing education, or adult services; to stimulate the development and improvement of programs for special education at the secondary level; and to stimulate the improvement of the vocational and life skills of handicapped students to better prepare them for the transition to adult life and services.

Funding History

Fiscal Year	Appropriation
1984	$6,000,000
1985	6,330,000
1986	6,316,000
1987	7,300,000

II. FY 1987 DEPARTMENTAL INITIATIVES

To conduct long-term programmatic research on the development of skills that handicapped students need for community living and working, and to determine the effectiveness of various model projects.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

The Evaluation of EHA Discretionary Programs, to be completed in FY 1988 by the Cosmos Corporation, Washington, DC, includes an evaluation of this program.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: William Halloran, (202) 732-1112

Program Studies : Ricky Takai, (202) 732-3630

REMOVAL OF ARCHITECTURAL BARRIERS TO THE HANDICAPPED
(CFDA No. 84-155)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA) P.L. 91-230, as amended, Part A, Section 607, P.L. 91-230 (20 U.S.C. 1406) (no expiration date).

Purpose: To pay part or all of the cost of altering existing buildings and equipment in accordance with standards under the Architectural Barriers Act of 1968, P.L. 90-480.

Funding History

Fiscal Year	Appropriation
1982	0
1983	$40,000,000 1/
1984	0
1985	0
1986	0
1987	0

1. Although funds were appropriated in FY 1983, they can be obligated in any succeeding year.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

This State plan, formula grant program provides funds on a one-time basis to State educational agencies (SEAs) and through them to local educational agencies (LEAs) and intermediate educational units to alter existing buildings and equipment in order to remove architectural barriers to the handicapped. Grants totaling $17,004,334 were made to 27 States in FY 1987.

Program Administration

The Education of the Handicapped Act Amendments of 1986 added the Department of the Interior to the list of eligible applicants. Although the Department of the Interior was added to the regulations for this program, it will not receive funds from the current appropriation.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sandra Brotman, (202) 732-1031

Program Studies : Ricky Takai, (202) 732-3630

EARLY INTERVENTION PROGRAM FOR INFANTS AND TODDLERS WITH HANDICAPS
(CFDA No. 84.181)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part H, P.L. 99-457 (20 U.S.C. 1471-1485) (expires September 30, 1991).

Purpose: To provide Federal assistance for early intervention services for handicapped infants and toddlers from birth through age 2, and their families. Funds are to be used to develop a comprehensive, coordinated, interagency program of early intervention services; to provide direct services that are not otherwise provided from other public or private sources; and to expand and improve current services.

By 1991, a State must establish a statewide system and must promise to serve all developmentally delayed children in that age range to receive funds under this program.

Funding History:

Fiscal Year	Appropriation
1987	$50,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

This new program is intended to serve children who are developmentally delayed or at risk of being so. Grants are based on the proportion of children from birth through 2 years of age in the general population. It is impossible to estimate the total number of children in this category.

Services

The types of services authorized by the law include family training, counseling, and home visits; special instruction; speech pathology and audiology; occupational therapy; physical therapy; psychological services; case management services; diagnostic and evaluative medical services; early identification screening and assessment services; and health services needed to enable the child to benefit from the other services.

Program Administration

The Governor of each State must designate a lead agency for administration of this program. The State must establish a State interagency coordinating council with at least 15 members--to include at least 3 parents, 3 public or private service providers, 1 representative from the State legislature, 1 person involved in personnel preparation, and others representing the appropriate agencies for early intervention services. The State education agency is not required to be represented. Each State must define the term "developmentally delayed" as it will be used in carrying out activities funded under this program.

IV. SOURCES OF INFORMATION

1. P.L. 99-457--Education of the Handicapped Act Amendments of 1986

2. Program files.

V. PLANNED STUDIES

The Act mandated a joint study of Federal funding sources and services, administered by the Department of Education and the Department of Health and Human Services. The study is currently under way, with a report due to Congress by April 1, 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Thompson, (202) 732-1161

Program Studies : Ricky Takai, (202) 245-8877

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)
(CFDA No. 84.133)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title II and Section 311(a), as amended by P.L. 99-506 (29 U.S.C. 760-762a and 777a (a)) (expires September 30, 1991).

Purpose: To support rehabilitation research and the use of such research to improve the lives of physically and mentally handicapped persons, especially those with severe disabilities, and to provide for the dissemination of information to rehabilitation professionals and handicapped persons concerning developments in rehabilitation procedures, methods, and devices.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1963	$12,200,000	1982	$28,560,000
1965	20,443,000	1983	31,560,000 1/
1970	29,764,000	1984	39,000,000 2/
1975	20,000,000	1985	39,000,000 2/
1980	31,487,000	1986	41,983,000 2/
1981	29,750,000	1987	49,000,000 2/3/

1. Includes a $1.5 million supplemental appropriation for the establishment of the two Rehabilitation Research and Training Centers. The awards for these centers, one for pediatrics and one for disabled Pacific Basin residents, were made in FY 1984.

2. This appropriation does not include $5 million for the Spinal Cord Injury Program funded to the Severely Handicapped Individuals Program (see chapter 328 of the AER) but administered by NIDRR.

3. Includes $1 million specified for Rehabilitation Engineering Centers in Connecticut and South Carolina.

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education--

- Developed a priority for a Rehabilitation Research and Training Center on disability in rural areas. After a competition, a new center for this subject was established at the University of Montana.

- Pursuant to legislation, developed priorities for Rehabilitation Engineering Resource Centers and, after competition, funded centers in Connecticut and South Carolina. These Centers will develop data bases and training programs to promote the most effective use of rehabilitation technology in their regions.

- Developed the concept for and funded a major new center on improving severe behavioral problems among persons with developmental disabilities. This center is a consortium venture involving four institutions in Oregon, California, New York, and West Virginia, and will include extensive training of teachers, group-care providers, and others in individualized behavior management techniques.

- Coordinated a major initiative on traumatic brain injury (TBI) leading to the establishment of model comprehensive centers for research and demonstrations in TBI at five major medical centers and the launching of a public information campaign designed to prevent brain injury among high-risk groups. Projects to evaluate new treatment interventions also were funded.

- Funded new projects to evaluate and enhance the efficacy of supported-employment programs for persons with chronic mental illness as well as for persons with traumatic brain injury. Training and technical assistance will be provided to supported-employment project staff.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

This program seeks to improve the lives of physically and mentally handicapped persons through research designed to advance the state of the art in treatment and remediation, and through dissemination and support activities designed to enhance the knowledge and skills of rehabilitation professionals.

Services

About 500 studies are under way at any given time, and 600 training programs, serving approximately 60,000 rehabilitation professionals, are conducted annually. The composition of the National Institute on Disability and Rehabilitation Research (NIDRR, formerly NIHR) program is shown in the table below:

	FY 1987 Funding ($ millions)	Number of Projects		
		FY 1987	Prior Year	FY 1988 Estimate
Rehabilitation Research and Training Centers	$20.2	38	36	38
Rehabilitation Engineering Centers	8.9	18	16	16
Research and Demonstration	6.0	38	27	42
Utilization and Dissemination	3.9	29	22	25
Field-Initiated Research	6.5	73	69	64
Fellowships	.1	6	3	16
Innovation Grants	1.9	39	29	19
Model Spinal Cord Injuiry	(5.0)[1]	13	13	13
Research Training Grants	1.1	9	3	12
Total	$48.6	263	218	245

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[1] Not included in total. See Note 2 to previous table.

Program Administration

The NIDRR funds research and related activities through nine separate programs. Rehabilitation Research and Training Centers and Rehabilitation Engineering Centers represent the largest investment of NIDRR resources. Other programs include a directed research and demonstration program, a knowledge diffusion program, Field-Initiated Research, Innovation Grants, and Fellowships. A new program, Rehabilitation Research Training Grants, was instituted in FY 1986. This program provides support for advanced training in research for physicians and other clinicians. NIDRR is also responsible for promoting coordination and cooperation among Federal agencies conducting rehabilitation research through an Interagency Committee on Handicapped Research.

Outcomes

No aggregate measures of impact are available, but this program is able to offer many examples of research and dissemination outcomes that qualitatively improved the lives of handicapped persons. These include the development of methods to overcome restrictions on physical mobility and the establishment of supportive practices permitting fuller participation in community life.

Improvement Strategies

On the basis of studies, subject-specific planning meetings, and a major planning conference broadly representative of NIDRR's research, provider, and consumer constituencies, a number of recommendations for future program priorities have been developed. These include increased attention to the needs of families with disabled members and greater emphasis on disseminating research results to practitioners. Further initiatives are also anticipated in the fields of arthritic and cardiovascular rehabilitation.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

Results of a general evaluation of the Rehabilitation Research and Training Centers (initiated in 1985) are expected in FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Betty Jo Berland, (202) 732-1139

Program Studies : Ricky Takai, (202) 732-3630

REHABILITATION SERVICES--BASIC STATE GRANTS
(CFDA No. 84.126)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by P.L. 95-602, P.L. 98-221, and P.L. 99-506 (expires September 30, 1991).

Purpose: The program is to provide a variety of vocational rehabilitation services to mentally or physically disabled persons of working age to enable them to engage in gainful employment to the limit of their abilities.

Federal and State funds cover the costs of a variety of vocational rehabilitation services: diagnosis; comprehensive evaluation; counseling; training; reader services for the blind; interpreter services for the deaf; medical and related services, such as prosthetic and orthopedic devices; transportation to secure vocational rehabilitation services; maintenance during rehabilitation; employment placement; tools, licenses, equipment, supplies, and management services for vending stands or other small businesses for handicapped persons; rehabilitation engineering services; assistance in the construction and establishment of rehabilitation facilities; and services to families of handicapped persons when such services will contribute substantially to the rehabilitation of the handicapped.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1921	$ 93,336	1983	$ 943,900,000
1970	432,000,000	1984	1,037,800,000
1975	673,000,000	1985	1,100,000,000
1980	817,484,000	1986	1,145,148,839
1981	854,259,000	1987	1,281,000,000
1982	863,040,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

Program staff implemented the National Monitoring Plan, which incorporated the continued development of standardized instruments for all programs, and used the information produced from it to develop technical asssistance plans.

Program staff developed regulations to increase the use of services available from other agencies. The Department of Education has created several internal task forces to develop review protocols for the ongoing monitoring of the program.

III. PROGRAM INFORMATION AND ANALYSIS

Population Targeting

There were 600,354 new applicants in FY 1987: Of those, 344,533 applicants were accepted for services. Among those accepted for services in FY 1987, 223,448 were severely disabled, up slightly from 214,803 a decade earlier.

Services

The percentage of applicants accepted for services ranged from 72 percent in Nebraska to 33 percent in New Mexico.

Program Administration

From FY 1973 to FY 1982, State matching contributions to the Basic State Grants program were increasing in percentage and amount.

Outcomes

The overall rehabilitation rate remained virtually unchanged--at 64 percent--over the 1975-85 decade. In 1984, 72 of the successful closures for the severely disabled percent were competitive placements, and 89 percent of the nonseverely disabled were competitive placements. The rehabiliation rate ranged from 78 percent in Georgia to 49 percent in Washington and Arkansas.

The author of the most recent comprehensive look at cost-benefit models in estimating the effects of the rehabilitation program (IV.2) reported that lack of data and flawed methodologies made it impossible to draw valid conclusions about the benefits of the VR program.

Table 1

Percentage of Vocational Rehabilitation Clients Ever Successfully Rehabilitated

	Rehabilitations per Eligible Client	National Ranking	Rehabilitation per Severely Disabled Eligible Client	National Ranking
ALABAMA	72.6	4	68.5	7
ALASKA	54.3	48	56.0	43
ARIZONA	60.6	30	60.6	31
ARKANSAS	70.4	8	68.0	11
CALIFORNIA	66.4	18	63.4	21
COLORADO	60.4	31	62.1	27
CONNECTICUT	60.0	34	59.1	37
DELAWARE	72.5	5	68.9	6
D.C.	62.6	27	60.1	34
FLORIDA	62.1	28	65.2	18
GEORGIA	76.9	2	75.0	3
HAWAII	54.3	49	49.4	50
IDAHO	55.4	45	54.8	45
ILLINOIS	63.0	25	62.7	25
INDIANA	60.2	32	60.7	30
IOWA	58.5	40	62.8	24
KANSAS	74.5	3	75.7	2
KENTUCKY	67.2	14	63.9	20
LOUISIANA	48.3	53	41.5	53
MAINE	60.0	34	60.6	31
MARYLAND	67.1	16	67.5	13
MASSACHUSETTS	60.0	34	61.2	29
MICHIGAN	59.3	37	56.4	41
MINNESOTA	58.4	41	58.7	37
MISSISSIPPI	66.4	18	57.3	40
MISSOURI	64.6	21	64.3	19
MONTANA	56.4	43	59.7	35
NEBRASKA	70.5	6	71.4	4
NEVADA	69.7	11	70.1	5
NEW HAMPSHIRE	68.9	13	67.6	12
NEW JERSEY	64.3	22	62.3	26
NEX MEXICO	63.0	25	65.6	16
NEW YORK	63.2	24	63.3	23
NORTH CAROLINA	67.2	14	62.1	27
NORTH DAKOTA	53.2	50	50.0	49
OHIO	65.9	20	68.3	9
OKLAHOMA	59.4	37	56.2	42
OREGON	62.1	28	60.1	33
PENNSYLVANIA	55.7	44	55.5	44
PUERTO RICO	79.7	1	79.7	1
RHODE ISLAND	66.8	17	65.8	15
SOUTH CAROLINA	69.8	10	68.1	10
SOUTH DAKOTA	64.1	23	63.4	21
TENNESSEE	55.0	46	50.9	47
TEXAS	70.3	9	67.4	14
UTAH	70.5	6	68.4	8
VERMONT	57.1	42	53.0	46
VIRGIN ISLANDS	54.5	47	45.5	52
VIRGINIA	59.1	38	57.8	39
WASHINGTON	49.2	52	49.0	51
WEST VIRGINIA	69.6	12	65.4	17
WISCONSIN	53.0	51	50.6	48
WYOMING	59.0	38	58.2	38
US, TOTAL	62.9		61.5	

Improvement Strategies

A study (IV.1) has been documenting and analyzing several efforts to improve the administration and delivery of services by State vocational rehabilitation agencies, such as the following:

- o Management Control Project (MCP),
- o Case Review System (CRS),
- o Functional assessment and performance,
- o Performance standards and performance contracting, and
- o Management Information System (MIS).

The study has confirmed that the MCP and the CRS are useful. The CRS was recently adopted by the Rehabilitation Services Administration (RSA) as the Federal instrument to be used in all case reviews.

IV. SOURCES OF INFORMATION

1. "Patterns in State Financial Match for the Vocational Rehabilitation Basic State Grants Program." (Washington, D.C.: Decision Resources, Inc., December 1985).

2. Bureau of Economic Research. "Analysis of Costs and Benefits in Rehabilitation." (New Brunswick, N.J.: Rutgers University, 1985).

3. Program files.

4. Unpublished tabulations, Berkeley Planning Associates, Berkeley, CA, September, 1987.

IV. PLANNED STUDIES

The following evaluation studies relative to the Basic Support program are now in progress:

1. Evaluation of the Impact of Vocational Rehabilitation: A Planning Study, due for completion in September 1988.

   The purpose of this study is to develop and pilot-test a model for assessing the impact of the vocational rehabilitation program. The study is developing information on the relationships between outcome measures and various features of the Vocational Rehabilitation program such as client characteristics, services received, and costs.

2. Best Practice Study of Vocational Rehabilitation Services to Severely Mentally Ill Individuals, due for completion in the spring of 1988.

   The purposes are (1) to determine the role and function of the Rehabilitation Act Title I program for the severely mentally ill in interaction with other Federal and State programs; (2) to identify the vocational rehabilitation service needs and service gaps in the rehabilitation of severely mentally ill persons; and (3) to identify and describe effective systems, service models, and practices.

3. Evaluation of Eligibility Determinations in State Vocational Rehabilitation Agencies, due for completion in the summer of 1988.

   Audit findings and case reviews have shown that eligibility decisions should be improved to reduce exceptions. This study is attempting to determine the causes of documented exception, including sources such as Federal law, regulation, or policy; State policies or procedures in implementing policy; and counselors' or supervisory case manager decisions.

4. Evaluation of the Validity of State Vocational Rehabilitation Reports, due for completion in 1988.

   The purpose of the study is to determine the validity of data reported by State vocational rehabilitation agencies to the RSA, including error rates and causes of errors. The study will also examine existing control mechanisms that promote valid and reliable reporting, recording, analysis and presentation of data on State and Federal levels.

5. Evaluation of State Rehabilitation Agency Costs, due for completion in 1988.

   This study responds to a congressional requirement for a study of direct and indirect costs and rates charged to State vocational rehabilitation agencies. The study is assessing these costs; determine whether State procedures are in compliance with Federal directives; substantiate the reasonableness and consistency of costing practices; and evaluate whether Federal cost-approving agencies use adequate certified information and procedures in accordance with directives in approving, monitoring, and revising cost allocation and indirect cost plans.

6. Evaluation of Services Provided Under the Rehabilitation Act for Individuals With Specific Learning Disabilities, due for completion in 1988.

   The study is evaluating the results of Federal and State efforts to clarify policy, definitions, and practice in providing services to learning-disabled persons.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Albert Rotundo, (202) 732-1397

Program Studies : Ricky Takai, (202) 732-3630

CLIENT ASSISTANCE PROGRAM (CAP)
(CFDA No. 34.161)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by P.L. 98-221 and P.L. 99-506 (29 U.S.C. 732) (expires September 30, 1991).

Purpose: The program is designed to establish assistance programs to inform and advise clients and client applicants of all available benefits under the act and to help any who request assistance in their relationships with projects, programs, and facilities providing services to them under the act, including assistance to clients or applicants in pursuing legal, administrative, or other appropriate remedies to ensure the protection of their rights under the act.

The Client Assistance Program (CAP) can provide information on the available services under the act to any handicapped persons.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1982	$ 942,000	1985	$ 6,300,000
1983	1,734,000	1986	6,412,000
1984	6,000,000	1987	7,100,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The statistical reporting form was revised in FY 1987 to provide standardized reporting.

The Rehabilitation Services Administration has established a work group to develop standardized program and fiscal monitoring instruments for the CAP projects, and to recommend policy revision and clarifications to improve management by the CAP projects.

Narrative reports from the CAPs will be used to identify programmatic issues. The Department of Education will issue final regulations early in FY 1988, incorporating the changes in the 1986 amendments that affect the CAP.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Program Administration

There were some differences in program emphasis between vocational rehabilitation agency CAPs and CAPs administered by external agencies such as protection and advocacy agencies. The question of best location for CAPs must await further evaluation after the congressional revisions to the program have had more time to take effect.

Outcomes

In FY 1986, 39,000 persons were served. Of these, 25,000 received information or referral and 14,000 received more extensive services.

IV. SOURCES OF INFORMATION

1. *Evaluation of the Client Assistance Program* (Rockville, MD: Professional Management Associates, Inc., September, 1986).
2. Program files.

V. PLANNED STUDIES

None.

IV. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mark Shoob, (202) 732-1402

Program Studies : Ricky Takai, (202) 732-3630

DISCRETIONARY PROJECT GRANTS FOR TRAINING REHABILITATION PERSONNEL
(CFDA No. 84-129)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended, Title III, Part A, Section 304(a) (29 U.S.C. 774), and further amended by P.L. 99-506 (expires September 30, 1991).

Purpose: To support projects to increase the number and improve the skills of personnel trained to provide vocational rehabilitation services to handicapped people.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$24,800,000	1983	$19,200,000
1970	27,700,000	1984	22,000,000
1975	22,200,000	1985	22,000,000
1980	28,500,000	1986	25,838,000
1981	21,675,000	1987	29,550,000
1982	19,200,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education:

- Facilitated the preparation of new rehabilitation professionals who provide services to persons with handicaps to help them live independently, develop job skills, and seek and maintain employment.
- Funded new programs to train personnel to deliver supported employment services to persons with severe disabilities.
- Funded new rehabilitation long-term training programs for personnel to improve the planning of rehabilitation engineering/technology services for persons with disabilities.
- Awarded a contract to update a case review system to incorporate and reflect the changes in the Rehabilitation Act of 1973, as amended by P.L. 99-506.
- Conducted a National Assessment of Personnel Shortage and Training Needs Study for use by Rehabilitation Services Administration (RSA) in targeting Rehabilitation Training Program funds to areas of identified personnel shortages (IV.1).
- Published final regulations implementing changes in the Rehabilitation Act of 1986. The new regulations require recipients of scholarships under the long-term training program to work for a State or nonprofit rehabilitation or related agency for 2 years for each year of assistance received.

- Funded a contract, jointly through RSA and the National Institute on Disability and Rehabilitation Research, for the provision of technical assistance to and training of personnel for supported employment service delivery programs.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Specialties for which shortages were judged by State agency directors to affect service to current clients most severely were rehabilitation counseling, rehabilitation of the blind, rehabilitation of the deaf, and vocational evaluation and work adjustment (IV).

Services

The program supports training, traineeships, and related activities in a broad range of rehabilitation disciplines and areas of professional practice, including long-term training, experimental and innovative training, continuing education, and inservice training. Grants and contracts are awarded to States and public or nonprofit agencies and organizations, including institutions of higher education, to pay all or part of the cost of conducting training programs.

Outcomes

Type of Training	Estimated Number of Trainees	Total Grant Awards	Average Federal Cost per Trainee
Long-term	3,620	$21,562,118	$6,500
Experimental and innovative	77	487,438	6,850
Continuing education	2,580	3,400,000	1,825
Inservice	9,140	3,200,000	850
Total	15,417	28,649,556	

Improvement Strategies

More effective allocation of training grants is being sought by means of improved information from the field on critical shortages of rehabilitation specialists, taking into account other factors, such as salary restrictions that may contribute to these shortages. In addition, the Department is considering modifications to the application review process to emphasize quality, advanced training designs, the relevance of the competencies covered by proposed projects, and evidence that graduates of the training programs are employed in the shortage areas for which they were trained.

IV. SOURCES OF INFORMATION

National Assessment of Personnel Shortages and Training Needs in Vocational Rehabilitation, (Washington, DC: Pelavin Associates, June, 1987).

V. PLANNED STUDIES

An analysis of regional personnel shortages has been initiated, drawing on information obtained from State agencies and rehabilitation facilities in 1987. Expected completion date was March 1988. In addition, the Department is reviewing the survey instruments and methodology employed in the 1987 study with a view to obtaining more accurate information on personnel shortages in future studies.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Toby S. Lawrence, (202) 732-1351

Program Studies: Ricky Takai, (202) 732-3630

GRANTS FOR VOCATIONAL REHABILITATION OF SEVERELY HANDICAPPED INDIVIDUALS
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: The Rehabilitation Act of 1973, P.L. 93-112, as amended Title III, Part B, Section 311 (a)(1), 311 (d)(1), and 311 (e)(1) (29 U.S.C. 777a (a), and further amended by P.L. 99-506 (expires September 30, 1991).

Purpose: To support demonstration projects that develop innovation methods and comprehensive service programs to help persons with severe disabilities achieve satisfactory vocational adjustments.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$1,000,000	1983	$ 9,259,000
1975	1,295,000	1984	11,235,000 1/
1980	9,568,000	1985	14,635,000 1/
1981	9,765,000	1986	27,945,000 2/
1982	8,846,000	1987	25,310,000 1/ 3/

1. Includes funding for the Spinal Cord Injury program administered by the National Institute on Disability and Rehabilitation Research.

2. Includes $8,613,000 earmarked for Supported Employment projects, $5,000,000 for the Spinal Cord Injury program administered by the National Institute on Disability and Rehabilitation Research, $718,000 for the South Carolina Comprehensive Rehabilitation Center, and $4,785,000 for the Oregon Hearing Institute.

3. Includes $9,000,000 for Supported Employment Projects and $450,000 for Model Statewide Transitional Planning Services for Severely Handicapped Youth Projects.

II. FY 1987 DEPARTMENTAL INITIATIVES

Approximately four-fifths of the new funding available under the program in FY 1987 was directed to projects in the following priority areas: traumatic brain injury, chronic mental illness, deaf-blind, and severe learning disability. This program also supported a new Model Statewide Transitional Planning Services program for severely handicapped youth and a new Supported Employment Demonstration Project program. However, several supported employment projects were ongoing projects initially funded under the Special Demonstration program.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Program Administration

A study by Harold Russell Associates, Inc., developed evaluation standards for the program. The draft final report proposed the following general standards for future use by this program:

- I. Input and Organizational Configuration
  - A. Target Population
  - B. Planning
  - C. Personnel Practices
  - D. Fiscal Management
  - E. Evaluation

- II. Processes
  - A. Research Processes
  - B. Service Processes

- III. Outcome
  - A. Chart-Level Outcomes
  - B. Innovations (Project-Level Outcomes)

Improvement Strategies

One of the main purposes of the Special Projects program is to improve State vocational rehabilitation unit service delivery to severely disabled populations. To accomplish this, it is important that the State vocational rehabilitation unit be involved in the planning of the proposed project. The Special Project should establish an on going relationship with the State vocational rehabilitation unit to ensure the unit's involvement in the project's further development and implementation.

It is critical that a State vocational rehabilitation unit representative be a member of any project advisory board and that the project provide written progress reports to the State vocational rehabilitation unit.

Slow referrals of individuals to the project for service delivery has been the primary problem in program implementation. It was, therefore, recommended that Special Projects place a greater emphasis on marketing to increase the number of referral sources. It was also recommended that the Rehabilitation Services Administration establish a uniform reporting procedure.

IV. SOURCES OF INFORMATION

1. Evaluation of the Special Rehabilitation Projects and Demonstrations for Severely Disabled Individuals, (Harold Russell Associates, Inc., December 1987).

2. Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Delores L. Watkins, (202) 732-1349

Program Studies : Ricky Takai, (202) 732-3630

SPECIAL PROJECTS FOR INITIATING RECREATION PROGRAMS FOR HANDICAPPED INDIVIDUALS
(CDFA No. 84-128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended, Title III, Section 316 (29 U.S.C. 777f), and further amended by P.L. 99-506 (expires September 30, 1991).

Purpose: To initiate special programs of recreational activities for persons with handicaps to increase mobility, socialization, independence, and community integration.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1982	$ 1,884,000	1985	$ 2,100,000
1983	2,000,000	1986	2,105,000
1984	2,000,000	1987	2,330,000

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987, the Department of Education's principal priority for this program was to provide 100 percent of program funds for recreation projects in which handicapped and ablebodied persons participate together.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Approximately 90,000 mentally and physically disabled persons have been served through 162 projects funded for 1-year project periods from FY 1981 through FY 1986. Funds to 31 projects serving about 17,000 persons were awarded in FY 1987.

Services

Projects emphasize integrating disabled persons into community-based activities and programs with ablebodied persons. Projects also promote independent living skills and provide transitional services for handicapped persons.

Program Administration

Projects in FY 1987 will be funded for 3-year project periods. This change was required by the 1986 amendments to the Rehabilitation Act.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank Caracciolo, (202) 732-1340

Program Studies : Ricky Takai, (202) 732-3630

REHABILITATION SERVICES-SPECIAL PROJECTS FOR HANDICAPPED MIGRATORY AND SEASONAL FARMWORKERS (CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, Section 312, P.L. 93-112, as amended by P.L. 99-506 (29 U.S.C. 777b) (expires September 30, 1991).

Purpose: To provide vocational rehabilitation services to handicapped migratory and seasonal farm workers and services to members of their families who are with them.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1977	$ 530,000	1984	$ 950,000
1980	1,530,000	1985	950,000
1981	1,325,000	1986	957,000
1982	951,000	1987	1,058,000
1983	951,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987, nine projects were funded by Rehabilitation Services Administration. Two projects are secondyear continuations: the Texas Rehabilitation Commission and the Washington Division of Vocational Rehabilitation. Seven are new ones funded for 3 years each: the Illinois Department of Vocational Rehabilitation, the New York State Education Department, the Utah Rehabilitation Services, the Texas Commission for the Blind, the Idaho Division of Vocational Rehabilitation, the Virginia Department of Rehabilitative Services, and the Mississippi Department of Rehabilitation.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

There are at least 280,000 handicapped migrant and seasonal farm worker (MSFW) participants in the labor force, and another 60,000 handicapped family members nationwide (IV).

Handicapped farm workers served by the projects are very poor. The average family income of handicapped MSFWs served in FY 1987 was $2,316 (IV).

Only 30 percent of the Hispanic farm workers regularly spoke English.

The median educational level of those served is 6.5 years. Seventy-five percent of farm workers over 40 years of age have only a primary school education.

Almost one-third of MSFW disabilities are work-related; 21 percent of the handicapped farm workers interviewed were disabled as a result of a work accident. Another 11 percent of those interviewed reported their disability stemmed from a work-related illness.

Funded projects are available in 11 of the 23 States with the highest populations of migrant and seasonal farm workers in the country. Projects do not always cover all parts of the State with large MSFW populations.

Services

Clients were generally satisfied with services. They reported that the most important benefits were receipt of medical services and counseling (IV. 1).

Comprehensive rehabilitation services and culturally relevant counseling are provided by the staff of these projects. Specific services include outreach with diagnostic services, vocational assessment, plan development, restoration services, vocational training, placement and post-placement services. The primary service provided was physical restoration. Many of the vocational programs also included remedial education and English as a Second Language, because lack of education and language skill prevent many older handicapped MSFWs from successfully participating in the training courses that are available.

Approximately 2,500 handicapped migratory and seasonal farm workers are served annually and about 500 are rehabilitated. The 9 to 11 service projects funded each year provide a variety of rehabilitation services to the MSFW population.

Program Administration

Programs are usually administered by the directors of the State Vocational Rehabilitation agencies, which are the only eligible applicants for these grants. Although the State directors have provided strong leadership in most cases, the staff time allocated for these grants is very low--usually less than 10 percent of the project director's time.

RSA staff and the regional and central offices also use small amounts of staff time to support this program. To provide some leadership, RSA plans to conduct a workshop for Migrant Project Directors in Washington, DC, in 1988, as recommended by a recent study (IV) which suggests annual conferences. The study will be used as a basis for conducting the workshops and for improving the program at all levels.

Although RSA has allocated its limited funding for the program to increase national levels of service to handicapped MSFWs, the program has not yet succeeded in establishing a national service delivery system allowing MSFWs the same level of rehabilitation service afforded to the general population, nor has it encouraged innovative approaches to service delivery.

Most projects experienced some tension between the special objectives of the MSFWs service program and the overall agency goals and performance objectives, although this tension was usually resolved by project directors (IV).

Outcomes

The program is providing adequate levels of service to MSFWs in areas where projects are funded.

Most projects had an overall high quality of outreach and were very successful in affording MSFWs access to vocational rehabilitation services. An exception to this are two sites that serve Hispanic migrant workers in the eastern migrant stream.

Rehabilitated MSFWs were more satisfied with their jobs than were non-rehabilitated clients or those not accepted for service.

Thirty-five to 60 percent of MSFW clients return to farm work after receiving rehabilitation services.

Projects coordinate well with other organizations serving MSFWs.

There have been problems in serving MSFWs who have disabilities that are not severe. Improved approaches to determine severity are needed to afford MSFWs equitable service (IV).

IV. SOURCES OF INFORMATION

1. Evaluation of the Migrant and Seasonal Farm workers' Vocational Rehabilitation Service Projects (San Francisco, CA: E. H. White and Company, March, 1987).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Programs Operations: Frank Caracciolo, (202) 732-1340

Program Studies : Ricky Takai, (202) 732-3630

HELEN KELLER NATIONAL CENTER (HKNC) FOR DEAF-BLIND YOUTHS AND ADULTS
(CFDA No. 84. 128)

I. PROGRAM PROFILE

Legislation: The Rehabilitation Amendments of 1984, P.L. 98-221, Title II (Helen Keller National Center Act), as amended by P.L. 99-506, Title IX (29 U.S.C. 1901-1906) (expires September 30, 1991).

Purpose: To provide comprehensive services for deaf-blind youths and adults.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1972	$ 600,000	1983	$ 3,500,000
1975	2,000,000	1984	4,000,000
1980	2,500,000	1985	4,200,000
1981	3,200,000	1986	4,115,000
1982	3,137,000	1987	4,600,000

II. FY 1987 DEPARTMENTAL INITIATIVES

1. A supportive employment program has been established.
2. Field services have been expanded through the existing network of affiliated agencies.
3. All Helen Keller National Center services and programs have been reviewed.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

In FY 1987, the HKNC served 71 trainees at its residential facility and provided referrals and counseling to another 1,353 deaf-blind persons through its 10 regional offices. Affiliated agencies served an additional 1,552 deaf-blind persons.

Improvement Strategies

The HKNC developed a project and quality assurance system that enables it to improve services to deaf-blind and multihandicapped deaf-blind persons by developing goals and objectives for each client, to be expressed in measurable and observable terms.

IV. SOURCES OF INFORMATION

1. FY 1987 Annual Report of the Helen Keller National Center.

2. Evaluation of the Helen Keller National Center for Deaf-Blind Youth and Adults, (Washington, DC: Associate Control, Research and Analysis Inc., forthcoming).

V. PLANNED STUDIES

The HKNC Act requires that the Secretary of Education annually evaluate the HKNC's activities. The Department plans to use special evaluation instruments developed under contract to assess the HKNC in FY 1988 and subsequent years.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Elizabeth Arroyo, (202) 732-1314

Program Studies : Ricky Takai, (202) 732-3630

PROJECTS WITH INDUSTRY PROGRAM--(PWI)
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VI, Part B, Section 621 as amended by P.L. 99-506 (29 U.S.C. 795g) (expires September 30, 1991).

Purposes: This is a Federal government/private industry partnership initiative in which corporations, labor organizations, trade associations, foundations, State vocational rehabilitation agencies, and volunteer agencies work with the rehabilitation community (1) to create and expand job opportunities in the competitive labor market, (2) to provide job training in realistic work settings, and (3) to provide support services to enhance the pre- and postemployment success of handicapped persons.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 900,000	1983	$13,000,000
1975	1,000,000	1984	13,000,000
1980	5,500,000	1985	14,400,000
1981	5,250,000	1986	14,547,000
1982	7,510,000	1987	16,070,000

II. FY 1987 DEPARTMENTAL INITIATIVES

As required by the 1986 amendments to the Rehabilitation Act, funding for new projects in FY 1987 was directed to the unserved and underserved parts of the country. As a result, every State now has some PWI project activity supported by the Rehabilitation Service Administration. Following published priorities, funding for new projects was limited to applications that proposed to (1) provide training, support services, job development and placement with a number of different businesses and industries; or (2) provide training and support services to prepare handicapped persons for competitive employment as they begin to leave the educational system. Furthermore, as mandated by the 1986 amendments, program performance indicators are being developed to better assess grantee compliance with program evaluation standards previously developed for this program.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

During August 1984, the Department of Education awarded a contract to evaluate the PWI program. The purposes of this evaluation were to provide information requested by Congress on the operations of the program and to assess the effectiveness of the program in accomplishing its goals. This study was a congressional requirement of the 1984 Rehabilitation Amendments, Section 621. The final report provided an overview of the PWI program, characteristics of participants, PWI project services and capacity building patterns, changes in employment and earnings, and analyses of PWI project management.

Services

Nearly 5,000 business persons and rehabilitation professionals donate time to PWI by serving on project advisory committees. Approximately 16,000 people were served by 110 projects.

Outcomes

The 1984 study reported the following findings:

- Many PWI clients are making the transition to stable, competitive employment, indicating general PWI program success.
- The relatively low cost per PWI placement indicates that goals are being met efficiently.
- Placements in FY 1983-84 resulted in a total estimated gain in earned income of $1.3 million per week.

The 1984 report made the following recommendations:

- PWI projects should be better distributed around the country.
- Procedures should be adopted that will permit assessment of individual projects and the program as a whole.
- Areas of administrative ambiguity including status of PWI as a service or demonstration program should be clarified.
- The PWI program should provide technical assistance to improve operations, and institute collaboration among projects and with the private sector.

Six factors were found to be most important in shaping the performance of local projects and were consistently associated with project success:

1. The existence of a strong, active relationship with the local business community;
2. The successful performance of clients in the jobs in which they are placed (thus encouraging employers to hire additional employees through the PWI project);
3. Careful coordination with the State rehabilitation agency;
4. The dedication and skills of the project staff in working with project clients and local employers;
5. The good reputation of the PWI recipient organization; and
6. The presence of a business orientation within the project.

Improvement Strategies

The FY 1986 amendments to the Rehabilitation Act required improved distribution of PWI projects, development of indicators for program and project assessment, and technical assistance to PWI projects and potential grantees. The PWI program is now implementing these requirements. Various PWI projects are reported to be using components of the national evaluation for self-evaluation.

IV. SOURCES OF INFORMATION

1. Assessment of the Projects with Industry Program, (Washington, DC: Advanced Technology, Inc., April 1983).

2. Evaluation of the Projects with Industry (PWI) Program, (Washington, DC: Policy Studies Associates, Inc., January 1985).

3. Program files.

V. PLANNED STUDIES

A contract was awarded in FY 1987 to Policy Studies Associates, Inc., to develop and test compliance indicators for the PWI projects. The indicators will be developed by July 1988.

IV. CONTACTS FOR FURTHER INFORMATION

Program Operations: Art Cox, (202) 732-1333

Program Studies : Ricky Takai, (202) 732-3630

CENTERS FOR INDEPENDENT LIVING
(CFDA No. 84.132)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VII, Part B, Section 711, as amended by P.L. 99-506 (29 U.S.C. 796e) (expires September 30, 1991).

Purpose: To provide independent living services to persons with severe handicaps to help them to function more independently in family and community settings or to secure and maintain appropriate employment.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1979	$ 2,000,000	1984	$19,400,000
1980	15,000,000	1985	22,000,000
1981	18,000,000	1986	22,011,000
1982	17,280,000	1987	24,320,000
1983	19,400,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

Funds have been awarded to a Research and Training Center to develop indicators, as mandated by the 1986 amendments to the Rehabilitation Act, which will be used to assess grantee adherence to the evaluation standards developed for this program. Decisions to continue the Centers for Independent Living projects will be based on onsite and inhouse reviews using the evaluation standards and indicators. In FY 1987, 13 new projects were awarded to the grantees best demonstrating that the project would be conducted in areas of the country currently unserved or underserved by the Centers for Independent Living program.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Independent Living Centers (ILC) provide a wide range of services to people with a wide range of disabilities, 75 percent of whom were severely disabled.

Services

In FY 1985, ILCs devoted about one-fourth of their resources (average $323,000) to community change and capacity building and the remainder to direct client services.

ILC efforts contributed to raising additional funding for attendant care (over $7.5 million in 1985).

Program Administration

Fifty-five percent of the ILCs had a disabled director, and 66 percent had boards with a majority of disabled members. A survey of community agencies confirmed the involvement of disabled persons in ILC policy direction and community advocacy.

ILCs would benefit from increased technical assistance, information exchange with other ILCs, and increased levels and stability of funding.

Improvement Strategies

Certain major policy issues remain unsolved, including what is the optimum level of consumer participation, what is the minimum acceptable level of services, and who is being served.

Research and Training Centers for Independent Living have increased the priority for, and amount of, technical assistance to ILCs. The National Council on Independent Living has received a grant from the National Institute for Disability Research to develop a technical assistance network.

IV. SOURCES OF INFORMATION

1. Comprehensive Evaluation of the Title VII, Part B of the Rehabilitation Act of 1973 (as amended), Centers for Independent Living Program, (Berkeley, CA: Berkeley Planning Associates, May 1986).
2. Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: James E. Taylor, (202) 732-1400

Program Studies : Ricky Takai, (202) 732-3630

VOCATIONAL REHABILITATION SERVICE FOR HANDICAPPED AMERICAN INDIANS (CFDA No. 84-128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title I, Section 130 as amended by P.L. 99-506 (29 U.S.C. 750, 752) (expires September 30, 1991).

Purpose: The purpose of this program is to support projects to provide vocational rehabilitation services to handicapped American Indians who live on Federal or State reservations.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1981	$650,000	1984	$ 715,000
1982	624,000	1985	1,430,000
1983	650,000	1986	1,340,000
		1987	3,202,500

II. FY 1987 DEPARTMENTAL INITIATIVES

The new legislation now makes it possible for tribes and consortia of tribes to apply for vocational rehabilitation grants. Ten of the 13 grantees commenced their participation in the program in 1987.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The 13 Vocational Rehabilitation Service projects for handicapped American Indians with handicaps are directed by the tribes, which received grants from the Rehabilitation Services Administration (RSA). The tribes serve Indians who live on Federal or State reservations; the tribes are expected to provide services similar to those provided under the Vocational Rehabilitation State Grant Program.

Services

The 13 vocational rehabilitation projects and the State vocational rehabilitation programs provide comprehensive rehabilitation services, diagnostic services, vocational assessment, plan development, restoration, vocational training, placement, and postemployment support. Individual projects also conduct outreach activities designed to acquaint potential clients with the range of services available. Approximately 2,500 American Indians were served in FY 1987.

Program Administration

RSA provides grant funds to projects and monitors the projects. The governing bodies of the tribes provide rehabilitation services or contract for services. State vocational rehabilitation agencies administer vocational rehabilitation services to American Indians in the same manner as to all other clients. The agencies are required to submit a rehabilitation plan, including the rehabilitation needs of American Indians, to RSA Regional Offices for approval.

Improvement Strategies

Now that States are required to address the rehabilitation needs of American Indians in their State plans, using increased program resources, RSA regional staff will be better able to coordinate the delivery of rehabilitation services to American Indians, working together with tribal groups, and State and local agencies. Additional improvement strategies, recommended in a just-completed study (IV.1), include augmenting transitional services for handicapped high school students and working with tribal economic development councils to develop jobs for disabled American Indians.

IV. SOURCES OF INFORMATION

1. Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation, (Flagstaff, AZ: Native American Research and Training Center, Northern Arizona University, November 1987).

2. Program files.

V. PLANNED STUDIES

There will be a continuation of the Study of the Special Problems and Needs of American Indians With Handicaps in the form of a new study in FY 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank S. Caracciolo, (202) 732-1340

Program Studies : Ricky Takai, (202) 732-3630

INDEPENDENT LIVING SERVICES FOR OLDER BLIND INDIVIDUALS
(CFDA No. 84.177)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VII, Part C, Section 721, as amended by P.L. 99-506 (29 U.S.C. 796f) (expires September 30, 1991).

Purpose: Project grants are competitively awarded under this program to State rehabiliation agencies to provide independent living services for blind persons age 55 years and older to help them adjust to blindness and live more independently in their homes and communities.

Funding History

Fiscal Year	Appropriation
1986	$4,785,000
1987	5,290,000

II. FY 1987 DEPARTMENTAL INITIATIVES

During the 2-year history of the Part C Blind Program, grants have been awarded for 1 year, rather than the traditional agency award period of 3 years, because regulations to govern the program were not promulgated. Efforts are under way to publish regulations for this program. Once final regulations are published, grants will be made for 3 years.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: James E. Taylor, (202) 732-1400

Program Studies : Ricky Takai, (202) 732-3630

SPECIAL INSTITUTIONS FOR THE HANDICAPPED
(No CFDA Number)

A. American Printing House for the Blind (APHB)

I. PROGRAM PROFILE

Legislation: Act of March 3, 1879 (20 U.S.C. 101 et seq.) (no expiration date).

Purpose: To provide good quality educational materials to legally blind persons enrolled in formal educational programs below the college level. Materials are manufactured and made available free of charge to schools and States through proportional allotments based on the number of blind students in each State.

Funding History 1/

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1980	$4,349,000	1984	$ 5,000,000
1981	4,921,000	1985	5,500,000
1982	5,000,000	1986	5,263,000
1983	5,000,000	1987	5,500,000

1. Excludes a permanent appropriation of $10,000 for all years. Reflects enacted supplementals, rescissions, and reappropriations.

II. FY 1987 DEPARTMENTAL INITIATIVES

The American Printing House for the Blind (APHB) receives an annual permanent appropriation of $10,000 in lieu of interest income from a trust fund established in 1979. In 1987, the Department of Education proposed to terminate this permanent appropriation, which requires ineffective use of Federal administrative resources. An offsetting increase of $10,000 was requested in the regular appropriation. No action was taken on this proposal.

APHB undertaken two programs to improve the ability of the States to make full use of resources for blind students:

1. Computerization of annual nationwide census of legally blind students. Information about students and supporting data will be submitted in machine-readable form. This will facilitate access to the data and annual updates of the data by computer.

2. Establishment of a national educational materials data base. Use of a special education computer network, Special Net, will enable eligible persons to order materials directly from APHB, monitor their Federal accounts at APHB, have access to textbooks produced by volunteer organizations, and borrow educational materials.

Another initiative is to develop materials to support the training of blind students in the use of microcomputers. New products include braille editions of user's manuals and guides for Apple II computers.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Services were provided to 45,930 persons. Site visits were made to 30 State and local education agencies and residential and teacher training programs. Twenty inservice programs and other workshops were conducted. Approximately 22,000 product catalogs were distributed.

Program Administration

Federal funds provide about 42 percent of APHB's operating expenditures. The per capita allotment in FY 1987 was $109.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

A study is under consideration for FY 1988 to examine how the per pupil allotment relates to the needs of blind students and how the method for determining the level of funds to be allotted to each State can be improved.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joyce Caldwell, (202) 732-1154

Program Studies : Ricky Takai, (202) 732-3630

B. National Technical Institute for the Deaf (NTID)

I. PROGRAM PROFILE

Legislation: The National Technical Institute for the Deaf Act, P.L. 89-36; repealed and replaced by the Education of the Deaf Act, P.L. 99-371, Title IV (20 U.S.C. 4301 et seq.) (expires September 30, 1991).

Purpose: To promote the employment of deaf people by providing technical and professional education for the Nation's deaf young people. The National Technical Institute for the Deaf (NTID) also conducts applied research and offers training in occupational and employment-related aspects of deafness, including communication assessment and instruction, and education and cognition.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 2,851,000	1983	$26,300,000
1975	9,819,000 1/	1984	28,000,000
1980	17,349,000	1985	31,400,000
1981	20,305,000	1986	30,624,000
1982	26,300,000	1987	32,000,000

1. Includes $1,981,000 for construction.

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education is working with NTID to control expenditures and increase non-Federal revenues while preserving the quality and availability of programs.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

The Department of Education contracts with the Rochester Institute of Technology (RIT) to provide the facilities and core services necessary to operate NTID. NTID is one of eight colleges within RIT, all of which are open to NTID students seeking additional experience or advanced degrees.

The General Accounting Office (GAO) prepared two descriptive studies on institutions for deaf education in 1985 (IV.1) and 1986 (IV.2). These studies examined student characteristics, per-student costs, student academic achievement, and the school's capacity to serve additional students.

Population Targeting

NTID serves students with severe hearing losses. In its 1985 report, GAO found that students entering programs at NTID had losses averaging 92 decibels. In 1984, GAO determined that NTID had exceeded its student enrollment capacity, but GAO predicted then that the demand for admission to deaf institutions would decline because persons born deaf during the rubella (German measles) epidemic of the early 1960s were older than postsecondary age.

Services

NTID offers programs in business, engineering, human services, science, and visual communications at the certificate, diploma, and associate degree level. In FY 1987, 1,069 students enrolled in technical fields and 219 in professional programs. Sixty persons were enrolled in the interpreting program at the associate degree level. Minority students represented 7.4 percent of total enrollment.

Support services to students include audiology, counseling, placement, sign communication and cued speech, interpreting, tutoring, note taking, and special programs. Support services were provided at the following levels:

Employment placement of graduates	155
Co-op placement	400
Hours of interpreting	70,000
Hours of notetaking	40,000
Hours of tutoring	15,000

Program Administration

In its 1985 study, GAO found that the costs per student for both Gallaudet University and NTID were considerably higher than the costs per student at similar colleges and universities. The discrepancy is attributable largely to the cost of research and public service functions and to the cost of support services provided for hearing-impaired students at the two national institutions for the deaf. The 1986 GAO study compared Gallaudet and NTID with regional institutions serving deaf students during the 1984-85 school year. Again, costs at the two national institutions were significantly higher than those at the regional schools.

Improvement Strategies

In 1987, NTID continued its efforts to increase affirmative action and equal employment opportunities by preparing internal and external analyses of the work force and an updated affirmative action policy.

A conceptual framework for research was defined in a 1987 paper, "Framework for Research: Priorities, Model Principles." The paper states that "Research related to deafness will be conducted from an 'ability' rather than from a 'disability' perspective." Topics discussed in the paper include--

- the economic and occupational assimilation of hearing-impaired persons into society at large;
- the academic and technical skills of hearing-impaired persons;
- the communication and personal or social skills of hearing-impaired persons;
- effective instruction of students with hearing losses; and
- institutional planning, evaluation, and change.

IV. SOURCES OF INFORMATION

1. *Educating Students at Gallaudet and the National Technical Institute for the Deaf*, March 22, 1985, GAO/HRD-85-34.
2. *Deaf Education: Cost and Student Characteristics at Federally Assisted Schools*, February 14, 1986, GAO/HRD-86-64BR.
3. *Annual Report of the National Technical Institute for the Deaf, October 1, 1986 - September 30, 1987.*

V. PLANNED STUDIES

In FY 1988 the Department of Education will review revenue and expenditure trends at comparable institutions that primarily serve hearing students to determine appropriation tuition for American and foreign students at the two national institutions for the deaf. The Department will also assess the need for other evaluations and develop guidelines on how to conduct such studies.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joyce Caldwell, (202) 732-1154

Program Studies : Ricky Takai, (202) 732-3630

C. Gallaudet University

I. PROGRAM PROFILE

Legislation: Act of June 18, 1854, Chapter 324; repealed and replaced by the Education of the Deaf Act, P.L. 99-371 (20 U.S.C. 4301 et seq.) (expires September 30, 1991).

Purpose: To provide elementary, secondary, college preparatory, undergraduate, and continuing education programs for the hearing-impaired persons, and graduate programs relating to deafness for both hearing and deaf persons; to conduct basic and applied research on deafness; and to offer public service programs to hearing-impaired persons and to the professionals who work with them.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 6,400,000 1/	1983	$52,000,000
1975	35,595,000 2/	1984	56,000,000
1980	48,341,000	1985	58,700,000
1981	49,768,000	1986	59,334,000
1982	52,000,000	1987	62,000,000

1. Includes $1,218,000 for construction.
2. Includes $18,231,000 for construction.

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education is working with Gallaudet to control expenditures and to increase non-Federal revenues while preserving the quality and availability of programs.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Gallaudet University is a private, nonprofit educational institution that provides a wide variety of programs for hearing-impaired and hearing students. The General Accounting Office (GAO) prepared two descriptive studies on studies on institutions for deaf education in 1985 (IV. 1) and 1986 (IV.2). These studies examined student characteristics, per-student costs, student academic achievement, and the institutions' capacity to serve additional students.

Population Targeting

Programs at Gallaudet primarily serve deaf persons. The GAO found that 89 percent of entering students had a hearing loss of 70 decibels or greater, and that 64 percent had profound hearing losses of 90 decibels or greater.

Hearing students are admitted to the Interpreter Training Program and to graduate and outreach programs, which provide instruction to persons who will be working with hearing-impaired persons. Also, three hearing undergraduate students were admitted when as part of an experimental new policy.

Program enrollment:

Undergraduate, preparatory and special students	1,810
Graduate students	396
Total	2,206
Model Secondary School for the Deaf:	
High school	326
Preparatory education program	32
Total	358
Kendall Demonstration Elementary School (KDES)	197

Services

Support programs provide services in areas such as educational technology, social service, family education, speech, audiology, student counseling, educational assessment, occupational therapy, medical services, and evaluation. Over 55,000 hours of support services were provided annually.

Program Administration

In its 1985 report, GAO determined that Gallaudet was as much as 22 percent below its enrollment capacity. Gallaudet indicated at that time that 100 additional students could be served without additional Federal funding and that recruiting efforts should be improved.

In 1985, a Master Plan for the University was developed which called for serving a broader segment of the deaf population. Priorities under the plan include improved academic programs, instructional technology, research programs, fundraising strategies, and programmatic and cost management systems.

IV. SOURCES OF INFORMATION

1. Educating Students at Gallaudet and the National Technical Institute for the Deaf, March 22, 1985, GAO/HRD-85-34.
2. Deaf Education: Cost and Student Characteristics at Federally Assisted Schools, February 14, 1986, GAO/HRD-86-64BR.
3. Deaf Education: The National Mission of Gallaudet's Elementary and Secondary Schools, September 30, 1987, GAO/HRD-87-133.

V. PLANNED STUDIES

The Department of Education is planning a study of the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School in 1988. The purpose of this study is to assess the effect of these federally funded programs on the education of the deaf.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joyce Caldwell, (202) 732-1154

Program Studies : Ricky Takai, (202) 732-3630

OFFICE OF VOCATIONAL AND ADULT EDUCATION

VOCATIONAL EDUCATION--BASIC GRANTS TO STATES
(CFDA No. 84-048)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act, P.L. 98-524, as amended, Title II, Part A (20 U.S.C. 2331-2334 and Title II, Part B (20 U.S.C. 2341-2342) (expires September 30, 1989).

Purposes: To help States and outlying territories to ensure equal opportunity in vocational education for traditionally underserved populations, and to improve the quality of vocational education programs to give the Nation's workforce the marketable skills needed to improve productivity and promote economic growth.

Funding History

Fiscal Year	Appropriation 1/	Fiscal Year	Appropriation 1/
1965	$168,607,000	1983	$657,902,000
1970	342,747,000	1984	666,628,758
1975	494,488,000	1985	777,393,259
1980	719,244,000	1986	743,965,099
1981	637,315,000	1987	809,507,974
1982	587,736,648		

1. These amounts include funds apportioned to the States each year under the Smith-Hughes Act's permanent authorization. For FY 1976 through FY 1984, the amounts represent funds for Basic Grants, program improvement, and support services under P.L. 94-482. For FY 1985 through FY 1987, the amounts represent the Basic Grant under P.L. 98-524.

II. FY 1987 DEPARTMENTAL INITIATIVES

Funds are issued by formula upon submission and approval of a State plan addressing State needs. Therefore, management initiatives are confined to reviews of State plans and furnishing technical assistance to States in implementing the provisions of the act.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

After the 7 percent set-aside for administration, States must allot 57 percent of their remaining Basic Grants for services designed to increase the vocational education opportunities of disadvantaged students (22 percent), adults in need of training or retraining (12 percent), handicapped students (10 percent), single parents and homemakers (8.5 percent), students affected by sex bias and stereotyping (3.5 percent), and criminal offenders in correctional institutions (1 percent).

Services

Instruction is provided in more then 100 occupationally specific programs designed to impart entry-level job skills. In addition, career orientation courses are offered, supplemented by counseling, guidance, and job-placement services.

Program Administration

States are permitted to reserve up to 7 percent of their Basic Grant allocation for administration. Each State must devote at least $60,000 of this amount to support the activities of a full-time sex equity coordinator. States allocate funds to service providers--typically local education agencies, community colleges, and special vocational training schools--under the provisions of approved State plans.

Improvement Strategies

At least 43 percent of the amount remaining, after the deduction for State administration, is reserved under Part B for improvement, innovation, and expansion activities, including renovation of training facilities, upgrading of equipment, staff training, and curriculum development. Expenditures for career guidance and counseling services also are authorized and must be maintained at FY 1984 levels.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

Basic Grant programs under the Perkins Act are very different from those funded under the preceding Vocational Education Act; therefore, studies conducted prior to enactment of the Perkins Act are not germane.

- A study of the implementation of the Perkins Act is in progress as a component of the congressionally mandated National Assessment of Vocational Education. The report to Congress is due in January 1989. Interim reports are scheduled for January and July 1988.

- The Department's Integrated Postsecondary Education Data System (IPEDS) will be collecting postsecondary level enrollment and completion data. The system has been field-tested, and data are now being collected from all States for 1987-88. The Department's Center for Education Statistics plans to provide a report to Congress in 1988.

- The Department's Data on Vocational Education (DOVE) system is collecting secondary and postsecondary enrollment and completion data as part of the 1987 High School Transcript Study. Data were collected onsite for a nationwide sample of 37,000 students in 500 schools (using the same sample as the National Assessment of Educational Progress) in October and November 1987.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: LeRoy A. Cornelsen, (202) 732-2441

Program Studies : Ricky Takai, (202) 732-3630

VOCATIONAL EDUCATION--CONSUMER AND HOMEMAKING EDUCATION
(CFDA No. 84.049)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act, Title III, Part B, P.L. 98-524 (20 U.S.C. 2361-2363; (expires September 30, 1989).

Purpose: To assist the 50 States and the outlying areas in conducting consumer and homemaking education programs that prepare male and female youth and adults for the occupation of homemaking in at least seven specific instructional areas.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$15,000,000	1983	$31,633,000
1975	35,994,000	1984	31,633,000
1980	48,497,000	1985	31,633,000
1981	30,347,000	1986	30,273,000
1982	29,133,000	1987	31,633,000

II. FY 1987 PROGRAM DEPARTMENTAL INITIATIVES

For FY 1987, the Department of Education's initiatives were to encourage States as follows:

- To improve, update, and expand program offerings in consumer and homemaking education at all levels to prepare male and female youth and adults for the occupation of homemaking;
- To enhance and reinforce the basic skills through the Consumer and Homemaking Education curriculum;
- To eliminate sex stereotyping by developing curricula and programs designed for male and female students;
- To increase coordination between consumer and homemaking educators and representatives of business and industry in the planning, development, and evaluation of programs, curricula, and research efforts; and
- To focus on developing occupational competencies of persons by improving their quality of life and home environments, and by enhancing their potential employability.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Outcomes

A recent national study (IV-1) examining the relationship between basic skills and home economics education found that students learn reading, writing, mathematics, and science more effectively when these basic skill processes and principles are integrated with consumer and homemaking education. In a growing number of States, students can get credit for basic skill subjects through their studies in consumer and homemaking education programs.

Another study on Consumer and Homemaking Education (IV-2) found that--

- o Nutrition knowledge and food use, consumer education, management of resources, and education for parenthood were taught throughout the country to both male and female students. Topics in these areas were offered more than 80 percent of the time.
- o Students in the Consumer and Homemaking Education programs scored higher on related achievement tests and considered themselves more competent in parenthood practices than students who had not studied child development and parenthood.

IV. SOURCES OF INFORMATION

1. S. Miller, Integration and Application of Basic/Academic Skills Through Home Economics Education, (Lexington, KY: University of Kentucky Press, 1987).
2. J.E. Gritzmacher, The National Longitudinal Study on Consumer and Homemaking Education, (Columbus, OH: Ohio State University Press, 1987).
3. Program files

V. PLANNED STUDIES

The National Assessment of Vocational Education being conducted by the Department will include a component on Consumer and Homemaking Education.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operation: Bertha G. King, (202) 732-2421

Program Studies : Ricky Takai, (202) 732-3630

VOCATIONAL EDUCATION--COMMUNITY-BASED ORGANIZATIONS PROGRAMS
(No CFDA number)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, Title III, Part A (20 U.S.C. 2351-2352) (expires September 30, 1989).

Purpose: To provide financial assistance to States for joint projects of eligible recipients and community-based organizations that provide vocational education services and activities for severely disadvantaged urban and rural youth. Handicapped persons who are educationally or economically disadvantaged may participate in projects under this program.

Funding History

Fiscal Year	Appropriation
1986	$7,178,000
1987	6,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Title III, Part A of the Perkins Act is restricted to very specific kinds of activities. Funds are issued by formula to States upon submission and approval of a State Plan which addresses State needs.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

A study of the implementation of the Perkins Act is in progress as a component of the National Assessment of Vocational Education. Interim reports are scheduled for January and July 1988. The final report to Congress is due in January 1989.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: LeRoy A. Cornelsen, (202) 732-2441

Program Studies : Ricky Takai, (202) 732-3630

VOCATIONAL EDUCATION--RESEARCH DEMONSTRATIONS AND OCCUPATIONAL INFORMATION
(CFDA No. 84.051)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, Title IV, Parts A, B, and C, Sections 401-404, 411-417, and 422 (20 U.S.C. 2401-2404 and 2422) (expires September 30, 1989).

Purposes:

1. To improve the access to vocational education programs for disadvantaged and handicapped persons, women entering nontraditional occupations, adults in need of training and retraining, single parents and homemakers, persons with limited English proficiency, and incarcerated persons;
2. To improve the competitive process by which research projects are awarded;
3. To encourage the dissemination of findings of vocational education research findings to all States;
4. To promote research that is readily applicable to the vocational education setting and of practical application to vocational education administrators, counselors, and instructors;
5. To encourage innovation in vocational education through the support of model demonstration projects;
6. To support the National Occupational Information Coordinating Committee in implementing a nationwide system of employment data to be used to improve policy decisions, planning, and counseling.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1965	$11,850,000	1983	$ 8,036,073
1970	14,980,000	1984	8,178,000
1975	18,000,000	1985	10,321,000
1980	10,000,000	1986	9,707,000
1981	7,835,073	1987	11,143,000
1982	8,536,073		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Services are provided as follows:

- The National Center for Research in Vocational Education conducts wide ranging research on vocational education and training,
- The six regional Curriculum Coordination Centers coordinate the development and dissemination of curriculum and instructional materials,
- The National Assessment of Vocational Education is designed to describe vocational education activities and services under the Perkins Act,
- The National Occupational Information Coordinating Committee, supports the corresponding State committees to provide occupational and career information to improve planning and career decision making by individuals and policy makers,
- The demonstration program in Johnstown, Pennsylvania, demonstrates effective methods of training displaced workers.

Program Administration

The 1987 study of Curriculum Coordination Centers (CCC) (IV.3) reported that in 1986 the six centers effected cost savings of over $9 million through the adoption or adaptation of CCC-identified curriculum materials or other network services by consortium States. The centers also conducted approximately 3,600 curriculum searches and 291 inservice workshops with about 31,000 participants. During this period 11,000 actual curriculum products with an assessed value exceeding $220,000 were provided as complimentary copies to the center's clients.

IV. SOURCES OF INFORMATION

1. An Assessment of the Impacts and Effectiveness of the National Network for Curriculum Coordination in Vocational and Technical Education (Washington, DC: Policy Studies Associates, Inc., September 1987)
2. Impact Report of the National Center for 1982-1986. (Washington, DC: U.S. Department of Education, 1987)
3. Curriculum Coordination Centers Impact Report for 1986 (Washington, DC: U.S. Department of Education, 1987)

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Glenn C. Boerrigter, (202) 732-2370

Program Studies : Ricky Takai, (202) 732-3630

VOCATIONAL EDUCATION--INDIAN AND HAWAIIAN NATIVES PROGRAMS
(CFDA No. 84.101)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act, P.L. 98-542, Title I, Section 103 (20 U.S.C. 2313) (expires September 30, 1989).

Purpose: To plan, conduct, and administer vocational education programs for federally recognized American Indian tribes and organizations serving Hawaiian natives.

Funding History

Fiscal Year	Appropriation	
	American Indians	Hawaiian Natives
1977	$ 5,281,476	0
1980	6,929,755	0
1981	6,182,654	0
1982	6,186,230	0
1983	5,936,734	0
1984	6,645,484	0
1985	9,895,639	$ 1,979,128
1985	9,564,367	1,912,873
1987	10,414,352	2,082,870

II. FY 1987 DEPARTMENTAL INITIATIVES

American Indians

The Department of Education wants to improve job placement rates by requiring grant recipients to link their programs with tribal economic development plans.

Providing training materials and technical assistance to small tribes trying to develop high-quality vocational education programs is another priority.

Hawaiian Natives

Grantees are working with the private sector to develop training alternatives in occupations such as home health care and small business management.

A data collection system is being updated to track the progress of Hawaiian native students in community colleges.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

The Department of Education has started a Descriptive Review on Native Hawaiians which is schedule for completion in February 1988. This study includes the Office of Vocational and Adult Education's discretionary Hawaiian Native program.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations, Indian Vocational Education: Timothy Halnon or Harvey G. Thiel, (202) 732-2380

Program Operations, Hawaiian Natives : Kate Holmberg, (202) 732-2369

Program Studies : Ricky Takai, (202) 732-3630

BILINGUAL VOCATIONAL EDUCATION PROGRAMS--DISCRETIONARY GRANTS
(CFDA No. 84-077, 84-099, 84-100)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act, P.L. 98-542, Title IV, Part E, Section 441 (20 U.S.C. 2441) (expires September 30, 1989).

Purpose: To address the bilingual vocational education needs of our nation's adults with limited English proficiency (LEP).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1975	$ 2,800,000	1984	$ 3,686,000
1980	4,800,000	1985	3,686,000
1981	3,960,000	1986	3,527,700
1982	3,686,000	1987	3,686,000
1983	3,686,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

The program concentrated on three major initiatives in 1987:

- Encouraging and assisting seven States with large numbers of LEP adults to develop a coordinated approach to providing job training.
- Developing an evaluation design for training programs that serve LEP adults. This design can be used by bilingual vocational training projects both to improve their project design and to measure their success.
- Encouraging public and private institutions to operate bilingual training programs using other than Department of Education funds. To date, eight projects have started. These programs use instructional and administrative materials developed by Department grantees.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

The Office of Vocational and Adult Education is developing a local project evaluation design (see section II above). The data forms, including a language acquisition measure, will be used by the bilingual vocational training projects during FY 1988. In addition, the National Assessment of Vocational Education is examining the bilingual vocational program as one of the study topics.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Kate Holmberg, (202) 732-2369

Program Studies : Ricky Takai, (202) 732-3630

ADULT EDUCATION--GRANTS TO STATES
(CFDA No. 84.002)

I. PROGRAM PROFILE

Legislation: Adult Education Act, P.L. 91-230, as amended by P.L. 98-511, Section 101 (20 U.S.C. # 1201-1211) (expires September 30, 1988).

Purpose: To expand educational opportunities for adults and to encourage the establishment of education programs that will enable all adults to acquire the literacy and other basic skills necessary to function in society, to complete secondary school, and to profit from employment-related training.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 26,280,000	1983	$ 95,000,000
1970	49,900,000	1984	100,000,000
1975	67,500,000	1985	101,963,000
1980	100,000,000	1986	97,579,000
1981	122,600,000 1/	1987	112,881,000
1982	86,400,000		

1. Includes one-time funding of $5 million for Indochinese immigrants and refugees and $17.6 million for Cuban and Haitian entrants.

II. FY 1987 DEPARTMENTAL INITIATIVES

1. In association with the Department of Labor, the Department of Education published a new guide for employers interested in providing literacy training titled Basic Skills in the Workplace: The Bottom Line.

2. Under interagency agreements with the Departments of Defense and Labor, the Department of Education arranged for the transfer of the U.S. Army's computer-assisted instruction programs to State education agencies and private businesses.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

From its inception, this program has concentrated on providing services to adults with less than a high school education--a population that decreased from 66.5 million in 1970 to about 47 million as of 1985. The 1978 Education Amendments extended eligibility to all adults lacking "the basic skills to enable them to function effectively in society"; the number of adults lacking specific functional competencies has been estimated at 60 to 70 million (IV.1). Over the past 10 years, efforts have expanded to serve language-minority adults deficient in English--a group estimated at 3.6 million in the 1980 census. Finally, with the passage of the Stewart B. McKinney Homeless Assistance Act, $6.9 million of FY 1987 funds is being allocated to States to assist homeless adults.

Services

For the 1985-86 school year, States reported serving 3.0 million adults. Services consist of three instructional programs: Adult Basic Education (serving 900,000) and, Adult Secondary Education (serving 800,000), and English as a Second Language (serving 1.3 million). All three programs feature classroom instruction, supplemented by individual tutoring and counseling, much of which is provided by volunteers. Some local programs also help with the transportation and child-care needs of participants.

Program Administration

State programs are administered by directors of adult education and assisted by an average of two or three professional staff, whose responsibilities include providing federally mandated plans and reports, reviewing and processing annual proposals for local projects, and providing technical support to local programs. In FY 1985, 61 percent of State funds for local projects went to local education agencies, followed by 21 percent to college and universities, and 11 percent to other public agencies. For the 2,700 local projects funded by States in 1980, half employed eight or fewer teachers, and within this group, the commonest number of teachers was just two. A few very large projects, however, tend to dominate the statistics: the mean number of teachers for all projects was 20 (IV.2).

Outcomes

Information from State performance reports shows the following types of educational and economic outcomes in 1986:

- A total of 186,000 participants passed the general educational development (GED) test.
- Another 43,500 participants obtained a high school diploma.
- Jobs were obtained by 190,400 participants.
- An estimated 65,700 participants received promotions.
- Approximately 23,600 participants were removed from public assistance roles.

A 1980 study found that about half of all adults who started a program of instruction failed to complete it, but follow-up interviews with dropouts indicated generally positive evaluations of program benefits (IV.2). Dropouts frequently blamed problems with transportation, child care, or work demands for dropping out, and many reported plans to return at a later date.

Improvement Strategies

Mandated strategies for program improvement include long-term planning, coordination of programs with other locally based agencies, and improved teacher training. Some States have also participated in grant programs designed to foster more effective instructional methods and curriculum packages. Local project personnel stress the importance of support services such as child care and transportation and flexible scheduling to encourage sustained participation.

IV. SOURCES OF INFORMATION

1. Adult Educational Competency: A Report to the Office of Education Dissemination Review Panel (Austin, TX: Division of Extension, University of Texas, 1975).

2. An Assessment of the State-Administered Program of the Adult Education Act (Arlington, VA: Development Associates, 1980).

V. PLANNED STUDIES

Subject to the FY 1988 appropriation for Research, Demonstration, and Evaluation Projects, a national assessment of adult literacy may be undertaken.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Karl O. Haigler, (202) 732-2270

Program Studies : Ricky Takai, (202) 732-3630

OFFICE OF POSTSECONDARY EDUCATION

PELL (BASIC EDUCATIONAL OPPORTUNITY) GRANT PROGRAM
(CFDA No. 84.063)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 411 to 411F (20 U.S.C. 1070a-1 to 1070a-6) (expires September 30, 1991).

Purpose: To help eligible students meet the costs of their undergraduate education at participating postsecondary education institutions. The program is intended to improve access to postsecondary education for students demonstrating financial need.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$ 122,100,000	1983	$2,419,040,000
1975	840,200,000	1984	2,800,000,000
1980	2,157,000,000	1985	3,862,000,000
1981	2,604,000,000	1986	3,578,000,000
1982	2,419,040,000	1987	4,187,000,000[1]

1. Includes a supplemental appropriation of $287 million.

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education implemented a quality-control pilot program at 40 institutions. This program allows these institutions to develop and use the procedures for applications and verification of award data best suited to their own student body. These institutions are subject to fewer Education Department regulations and are expected to reduce error rates and excessive awards at less administrative cost to the institution. The pilot program is testing the ability of institutions to benefit from such deregulation while maintaining appropriate quality control.

Another pilot program, the electronic delivery pilot program, is testing the ability of institutions to transmit corrections to students' applications and to report student award disbursements through a computer link with the Department's central data base. The objective of this program is to study the efficiency of such methods and to evaluate cost savings due to reduced paper work and faster operations.

Both the quality-control and electronic pilot programs aim at improving the management of the Pell Grant program and reducing errors in awards to students. Potential savings are substantial, as shown by previous quality-control studies of errors. The most recent study of the Pell Grant program found a total of $763 million--21 percent of total expenditures--in absolute error (i.e., overawards and underawards) in the 1984-85 academic year.

As a cost-saving measure, the Department will end the alternate disbursement system (ADS), the means by which the Department acts as the disbursing agent in lieu of the schools, after the 1987-88 academic year. The need for this system has been steadily declining in recent years. Only 11 percent of all participating institutions used the ADS system in the 1986-87 academic year. Elimination of this system will result in little disruption of service to students but will considerably decrease departmental administrative expenses.

Data collection for the National Postsecondary Student Aid Study was completed. This survey will provide significantly more detailed information on the distribution of Pell Grants than has previously been available. Study results are expected to be available in 1988.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Program Administration

The quality-control evaluations of student financial aid show that the Pell Grant program suffers from a large error rate in obtaining applicant data and calculating awards. As a result, procedures for verifying applicant data were improved. New regulations covering data and award verification have been published in the Federal Register.

Outcomes

Students Participating: Preliminary program data for the 1986-87 academic year showed that 6,208,000 students applied, of which 3,579,000 were determined eligible; 2,761,000 awards totaling $3,448,000,000 were made, for an average Pell Grant award of $1,249 per recipient. In the previous year, 5,627,000 students applied, of which 3,700,000 were eligible; 2,907,000 awards totaling $3,571,000,000 were made for an average award of $1,228. In 1985-86, undergraduate enrollment was 10.7 million; 27 percent of these students received a Pell Grant.

Institutions Participating: The number of institutions participating in the Pell program continued to increase. In the 1984-85 academic year 6,261 institutions participated, of which 5,419 were regular disbursement schools; in 1985-86, there were 6,420 participating, of which 5,612 were regular disbursement school; and in 1986-87, there were 6,585 participating, of which 5,835 were regular disbursement schools.

Program Effectiveness: The Cooperative Institutional Research Program (CIRP) collects data on first-time, full-time dependent freshman at colleges and universities that can be used to examine Pell Grant recipiency. Based on data reported by freshmen, the distribution of awards and student participation can be assessed.

Table 1 shows data for the first-time, full-time dependent freshmen surveyed by CIRP in academic years 1982-83 through 1986-87. These data are fairly comparable to overall program operations data. However, because CIRP data do not include financially independent students, or students beyond their freshman year, or those in proprietary schools, small differences between the two data sources exist. For example, program operations data show a larger average award than CIRP ($1,249 vs. $972) because the program data base includes awards to independent students, who tend to receive larger grant amounts.

The overall share of educational cost covered by the Pell Grant is about 17 percent. The share of educational cost covered by a Pell Grant ranges from 23.3 percent for an income of $10,000-$19,999 to 13.4 percent for an income of $20,000-$29,999.

Table 1

PARTICIPATION PATTERNS OF FIRST-TIME, FULL-TIME DEPENDENT STUDENTS IN THE PELL GRANT PROGRAM, BY FAMILY INCOME, ACADEMIC YEARS 1982-83 TO 1986-87

		Family Income					
Academic Year		Less than $10,000	$10,000- $19,999	$20,000- $29,999	$30,000- $39,999	$40,000+	All Income Levels
1982-83	Average award[1]	$1,094	$881	$727	$789	$917	$887
	% aided[2]	59.7	47.1	23.6	10.9	4.9	24.1
	% of cost[3]	23.4	18.3	14.8	15.5	15.8	17.3
1983-84	Average award	$1,148	$990	$812	$848	$937	$969
	% aided	66.0	51.1	27.5	13.5	6.6	27.3
	% of cost	22.9	19.2	15.3	15.4	14.8	19.4
1984-85	Average award	$1,158	$995	$771	$780	$939	$971
	% aided	58.5	46.1	22.5	7.7	2.4	21.2
	% of cost	23.0	19.0	13.8	13.0	14.7	18.3
1985-86	Average award	$1,212	$1,026	$792	$834	$934	$985
	% aided	60.8	49.9	28.4	10.4	4.2	20.6
	% of cost	24.0	19.3	13.8	14.6	15.2	18.2
1986-87	Average award	$1,216	$977	$781	$821	$952	$972
	% aided	55.9	45.2	22.5	8.8	3.7	16.6
	% of cost	23.3	17.8	13.4	13.4	15.0	17.2

Source: CIRP, Annual Survey of Freshmen, Academic Years 1982-83, 1983-84, 1984-85, 1985-86, and 1986-87 (Higher Education Research Institute, Regents of the University of California, Los Angeles, California).

1. Average award = average dollars awarded per recipient.
2. % aided = number of recipients ÷ total students.
3. % of cost = average award ÷ average cost.

Table 1 also shows a decrease in 1985-86 in the percentage of college and university full-time dependent freshmen receiving Pell Grants. This result is in agreement with the program office estimate for all undergraduates, although the latter is somewhat higher, probably because of the participation of proprietary schools and independent students, neither of which is included in CIRP.

Proprietary school students have received a much larger share of Pell Grants over the past 5 years. Table 2 shows authorization amounts and number of recipients for public, private nonprofit, and proprietary schools. The proprietary share nearly doubled in the period shown.

Table 2

PELL GRANT DISTRIBUTION, BY INSTITUTIONAL CONTROL,
ACADEMIC YEARS 1982-83 to 1986-87

Academic Year	Authorizations Public Amount	%	Private (NonProfit) Amount	%	Proprietary Amount	%
1982-83	$1,374,000,000	56.8	$643,000,000	26.6	$400,000,000	16.6
1983-84	1,579,000,000	56.5	687,000,000	24.6	527,000,000	18.9
1984-85	1,707,000,000	56.2	699,000,000	22.9	634,000,000	20.9
1985-86	1,992,000,000	55.8	784,000,000	21.9	795,000,000	22.3
1986-87[1]/	1,874,000,000	54.4	716,000,000	20.8	858,000,000	24.8

Academic Year	Recipients Public Number	%	Private (NonProfit) Number	%	Proprietary Number	%
1982-83	$1,626,000	63.0	567,000	22.1	386,000	14.9
1983-84	1,773,000	62.3	579,000	20.3	494,000	17.4
1984-85	1,722,000	60.9	555,000	19.6	551,000	19.5
1985-86	1,717,000	59.1	554,000	19.1	635,000	21.9
1986-87[1]/	1,586,000	57.4	494,000	17.9	681,000	24.7

Source: Division of Program Operations, Pell Grants, Office of Student Financial Assistance.

1. Preliminary data based on partial-year school reports, which are about 99 percent complete.

Table 3 shows the distribution of Pell Grants to full-time college and university freshmen by race and sex for the 1986-87 academic year. The difference in participation rates and mean awards between men and women is not great. In general, the participation rates in all but the lowest income category were much higher for black students than for nonblack students (or for men and women as groups); grant sizes also were higher in these cases.

Table 3

PARTICIPATION IN THE PELL GRANT PROGRAM FOR FIRST-TIME,
FULL-TIME DEPENDENT STUDENTS,
BY SEX, RACE, AND FAMILY INCOME,
FALL 1986

	Family Income					
Participation	Under $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	Average for all Income Levels
Men						
% participating	55.6	44.8	22.9	8.8	3.8	15.7
Average per recipient	$1,255	$1,000	$304	$833	$983	$986
Women						
% participating	56.1	45.5	22.2	8.7	3.6	17.5
Average per recipient	$1,189	$958	$757	$810	$918	$960
Blacks						
% participating	58.0	54.9	33.1	17.6	12.2	36.1
Average per recipient	$1,308	$1,131	$927	$994	$1,070	$1,143
Nonblacks						
% participating	55.1	43.8	21.5	8.2	3.3	14.9
Average per recipient	$1,191	$951	$766	$795	$933	$939

Source: CIRP, Annual Survey of Freshmen, Academic Year 1986-87 (Higher Education Research Institute, Regents of the University of California, Los Angeles, California).

Improvement Strategies

The Pell Grant program has been improved by the development of application forms that are easier to complete. The application package contains two forms and two sets of instructions. The student is to choose which application form to be used according to dependency status. This new approach reduces student burden and error. Budget proposals have also been made to improve the Pell Grant operation by reducing the complexity of the formula to determine need. The objective is to reduce error rates by using a small set of readily verifiable data items for this calculation.

IV. SOURCES OF INFORMATION

1. Program files, Division of Program Operations, Office of Student Financial Assistance.
2. CIRP, Annual Survey of Freshmen, Higher Education Research Institute, Regents of the University of California, Los Angeles, California.
3. Bureau of the Census, Current Population Surveys.
4. Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.

V. PLANNED STUDIES

1. Repetition of the National Postsecondary Student Aid Survey at 3-year intervals.
2. Continuation of the High School and Beyond Survey, follow-up surveys at 2-year intervals.
3. Additional quality-control studies and extension of the institutional pilot program.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Joseph A. Vignone, (202) 732-4888 Gary Crayton, (202) 732-3693
Program Studies :	Jay Noell, (202) 732-3682

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM
(CFDA No. 84.007)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Subpart 2 P.L. 89-329 (20 U.S.C. 1070b to 1070b-3) as amended by P.L. 99-498 (expires September 30, 1991).

Purpose: To provide help to undergraduate students, in the form of grants, to meet their educational expenses. The Department of Education allocates Supplemental Educational Opportunity Grant (SEOG) funds to institutions of higher education based on a guaranteed minimum plus increases based on their fair share of total State and national apportionments for that year. To receive an SEOG, undergraduate students must meet certain categorical eligibility requirements and have financial need (their cost of attendance must exceed the sum of their expected family contribution, Pell Grant, and other financial aid received). Institutions determine the distribution of grants among eligible applicants subject to a maximum of $4,000 and a minimum of $200 per academic year.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$ 58,000,000	1983	$355,400,000
1970	164,600,000	1984	375,000,000
1975	240,300,000	1985	412,500,000
1980	370,000,000	1986	394,762,000
1981	370,000,000	1987	412,500,000
1982	355,400,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

As part of the Department of Education's quality control program, mandatory verification--the required submission by students and review by institutions of documentation on key data elements in the student aid application form--was extended to include all applicants for Federal aid. In prior years, only eligible Pell applicants were subject to mandatory verification. Beginning in FY 1987, applications for Guaranteed Student Loans (GSLs) and campus-based aid, which includes Work-Study and Perkins Loans as well as SEOG awards, also could be selected for mandatory verification. Expanding the population covered by mandatory verification is expected to reduce student misreporting in the program.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The population eligible to receive SEOG awards are undergraduate students attending participating postsecondary institutions who have demonstrated financial need. The disbursement of SEOG awards is a two-step process. First, the Department of Education allocates funds to eligible postsecondary institutions. This allocation is determined by a formula that incorporates a guaranteed minimum (based on a prior year's authorization) and increases (based on a measure of institutional need). Institutions then distribute these funds to eligible students according to their own packaging philosophy. Analyzing the targeting of SEOG funds requires looking at the distribution of funds from the Federal government to institutions and from institutions to students.

Insights into the allocation of SEOG funds to institutions can be obtained by comparing institutional enrollment patterns (IV.1) with the share of SEOG funds going to different sectors of postsecondary education (IV.2). This comparison reveals the following:

- Private institutions receive a disproportionate share of allocations relative to their enrollment. In 1985, private institutions enrolled 22.6 percent of postsecondary students and distributed 51.6 percent of SEOG funds.

- Public 2-year institutions are particularly underrepresented in the program, disbursing only 12.9 percent of the funds while enrolling 34.9 percent of students.

- Proprietary institutions, which distribute 9.6 percent of the funds, enroll only 1.2 percent of the students, and 4-year private institutions, which distribute 40.1 percent of the funds, enroll 20.5 percent of the students. These two groups receive the largest amount of funds relative to their enrollment share.

The targeting of program funds on private institutions occurs because the formula used to allocate funds is based in part on aggregate student need at the institution, which in turn depends on institutional costs. Because private institutions charge higher tuition and fees, student aggregate need and, hence, the institutional share of program funds are both higher.

The allocation of program funds to students can be assessed by looking at the distribution of awards and need by income. Table 1 shows how the percentage of recipients and dollars and average award vary by dependency status and income level and compare with the distribution of need. The data indicate that SEOG awards tend to be targeted slightly more heavily on dependent students. Dependent students account for 58.4 percent of total need and receive 68.2 percent of program funds.

Table 1

DISTRIBUTION OF SEOG AWARDS AND NEED, BY FAMILY INCOME, 1985-86 AWARD YEAR

	Family Income for Dependent Students						
Awards	Under $6,000	$ 6,000- $11,999	$12,000- $17,999	$18,000- $23,999	$24,000- $29,999	$30,000+	Independent Students 1/
% Recipients	10.7	11.4	11.9	10.7	8.6	10.6	36.0
% Awards	9.3	11.0	12.7	12.1	10.2	12.9	31.8
Average award	$517	$575	$641	$676	$703	$727	$528
Need							
% Total Need	4.9	9.4	12.0	11.6	9.4	11.1	41.6
Average Need	$2,898	$3,348	$3,516	$3,926	$4,313	$3,799	$4,421

Source: For awards see IV. 2, for need see IV. 3.

1. Independent students are usually in the lowest income group.

Among dependent students, the percentage of recipients and dollars is relatively constant across income groups and tends to reflect the distribution of need. It appears that SEOG awards are not being targeted to any particular income groups, such as low-income students. In fact, average award increases with income. However, contrary to what might be expected, average need also increases with income, except for the highest family income group (over $30,000). This may help explain why low-income students do not receive a larger share of available SEOG funds. Given the formulas used to determine need, low-income students may not be especially needy, even though they have lower expected family contributions, because they attend lower-cost schools and receive higher Pell awards, both of which act to reduce their need relative to higher-income students.

The distribution of SEOG awards by race and sex also is of interest. Table 2 shows participation rates and average awards for first-time, full-time students by race and sex. Participation rates for blacks are higher, at all income levels, than the rates for nonblacks. Average awards also are higher for blacks except at the highest family income level ($40,000 and over). There is less difference in participation rates and average grant sizes between men and women than between blacks and nonblacks although, on average, women receive smaller awards than do men.

Services

According to program data (IV.2), in the 1985-86 academic year, 685,961 students received SEOG awards averaging $598. This is a slight increase over the 1984-85 academic year, when 652,014 students received awards averaging $573. Institutional participation in the program has increased at the rate of approximately 125 institutions per year since fiscal year 1978 and, in 1985-86 more than 4,400 institutions received program funds. This increase was due mostly to the participation of additional proprietary schools. In fact, between the 1984-85 and 1987-88 the proportion of allocations received by proprietary institutions increased more than 50 percent (from 8.7 percent to 13.3 percent of funds). This increase came at the expense of 4-year institutions, both public and private, whose relative share of program funds declined 2.5 and 2 percentage points, respectively.

SEOG awards are not made alone but rather in conjunction with the receipt of all forms of Title IV assistance. Estimates of joint program benefits received in 1985-86 (IV.3) indicate the following:

- Almost all (98 percent) SEOG recipients also receive another form of Title IV assistance.
- More than three-fourths of recipients also receive Pell awards, and over one-half borrow through the GSL program.
- Approximately one-half of SEOG recipients also receive Work-Study and Perkins Loans.

Table 2

PARTICIPATION IN THE SEOG PROGRAM FOR FIRST-TIME, FULL-TIME DEPENDENT STUDENTS, BY SEX, RACE, AND FAMILY INCOME, FALL 1985

	Family Income					
Participation	Under $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	All Income Levels
Men						
% participating	12.7	10.5	7.0	3.7	1.6	4.9
Average per recipient	$915	$867	$857	$926	$918	$889
Women						
% participating	12.8	11.4	7.4	4.1	1.7	5.7
Average per recipient	$814	$816	$819	$905	$897	$839
Blacks						
% participating	13.1	13.9	8.8	9.7	5.4	10.8
Average per recipient	$875	$917	$904	$1040	$888	$913
Nonblacks						
% participating	12.6	10.5	7.1	3.6	1.5	4.8
Average per recipient	$847	$819	$830	$890	$910	$851

Source: See IV. 4.

Program Administration

Institutions are mainly responsible for administering the program. They determine which students are eligible to receive awards, how much they are eligible to receive, and how much they do receive. The accuracy of award determinations and disbursements at the institutional level has been evaluated in several quality-control studies. Findings from these studies relating to the campus-based programs are indicative of program administration.

Among the key findings of the Title IV Quality Control Study (IV.3) conducted for the 1985-86 academic year were these:

- Large amounts of both student and institutional error exist in the campus-based programs.
- Errors affecting need were found in 77.2 percent of the cases sampled. These errors led to an estimated $500 million net overstatement of need for the campus-based programs. The majority of the errors (80 percent) well attributable to misreporting by students.
- Situations in which campus-based awards actually exceeded need were estimated to occur in 22.5 percent of cases and to account for $265 million. Awards in excess of need were evenly divided as to their source between institutions and students.

Outcomes

One measure of outcomes is the percentage of education costs met by SEOG awards and the change in this percentage over time. Table 3 presents data on participation patterns among first-time, full-time dependent students in the academic years 1982-83 through 1985-86. The data indicate that awards have covered a smaller percentage of total cost during recent years. During 1985-86, for example, the average SEOG award met 12.6 percent of total cost for first-time, full-time dependent students, whereas in 1982-83 it met 14.1 percent of cost. This decline was consistent across income categories.

The decline in the percentage of educational costs met by SEOG awards is not surprising given recent trends in college costs. Between 1982-83 and 1985-86, average total tuition, room, and board increased 23.6 percent at public institutions and 28.2 percent at private institutions (IV.5). In comparison, during the same period the Consumer Price Index increased 10.8 percent (IV.5) and SEOG appropriations increased 11.1 percent. Therefore, although SEOG appropriations kept up with the general level of inflation, they failed to keep pace with the rapid rise in college costs.

Consistent with the data presented in the section on population targeting, there was little variation in the percentage of costs met by awards among the various income groups. SEOG awards accounted for a slightly higher percentage of costs for lower-income students than they did for middle- and upper-income students. The percent of students receiving aid was more strongly related to income, however, decreasing as income increased.

Table 3

PARTICIPATION PATTERNS OF FIRST-TIME, FULL-TIME DEPENDENT STUDENTS IN SEOG, BY FAMILY INCOME, 1982-83 TO 1985-86 ACADEMIC YEARS

Academic Year		Family Income Under $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	All Income Levels
1982-83	Average Award 1/	$768	$709	$673	$729	$816	$772
	% aided 2/	15.1	11.0	5.7	3.0	1.1	5.9
	% of cost 3/	16.4	14.7	13.7	14.4	14.1	14.1
1983-84	Average Award	$793	$757	$725	$780	$894	$769
	% aided	17.6	13.1	7.4	3.8	1.6	7.2
	% of cost	15.8	14.7	13.7	14.2	14.1	13.4
1984-85	Average Award	$854	$772	$775	$785	$908	$801
	% aided	13.4	11.3	6.8	3.7	1.2	5.9
	% of cost	14.5	12.3	11.3	10.9	12.7	12.4
1985-86	Average Award	$856	$839	$838	$915	$908	$863
	% aided	12.7	11.0	7.2	3.9	1.7	5.3
	% of cost	14.3	13.0	11.2	12.3	12.0	12.6

Source: See IV. 4.

1. Average award = average dollars awarded per recipient.
2. % aided = number of recipients ÷ total students.
3. % of cost = average award ÷ average cost.

Improvement Strategies

The Department has implemented the Institutional Quality Control Pilot Project (IV. 6) to assess the feasibility of developing an institutionally based quality-control system for the Title IV programs. Preliminary findings from an evaluation of the first phase of the project were as follows:

- Institutions were able to implement all required activities for the first year of the pilot project.
- The management assessment activity led most participating institutions to enhance internal controls.
- The error measurement process is successful in uncovering error that would otherwise have gone undetected.
- Many institutions were able to implement corrective actions immediately, although such corrective actions were not required until year 2 of the pilot project.

IV. SOURCES OF INFORMATION

1. The Condition of Education (Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1987 edition).
2. Fiscal Operations Report 1983-84, 1984-85, 1985-86, unpublished tables from Campus-Based Analysis Section, Office of Student Financial Assistance, U.S. Department of Education.
3. Title IV Quality Control Project 1985-86 (Reston, VA: Advanced Technology, Inc., June 1987) Secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget, and Evaluation, U.S. Department of Education.
4. Annual Survey of Freshmen 1982-83, 1983-84, 1984-85, 1985-86. (Washington, D.C.: Cooperative Institutional Research Program), secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget, and Evaluation, U.S. Department of Education.
5. Digest of Education Statistics (Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1987 edition).
6. Institutional Quality Control Pilot Project (Reston, VA: Advanced Technology Inc., June 1987). Memorandum produced by Division of Quality Assurance, Office of Student Financial Assistance, U.S. Department of Education.

V. PLANNED STUDIES

A major survey of student financial aid is being conducted by the Center for Education Statistics in cooperation with the Office of Student Financial Assistance and other Federal agencies. This survey will collect data on both recipients and nonrecipients of aid, providing a large sample of the student population on which detailed analyses of aid patterns can be based. Preliminary data on aid recipients from the Fall Records Survey have been obtained. Complete files for all survey components are expected by August 15, 1988.

The Integrated Quality Control Measurement Study is being planned for the 1988-89 academic year. This study will provide current estimates of the level of error in the Title IV programs, evaluate the effects of previous corrective action taken to reduce error, and identify further corrective actions that might be taken to improve program administration.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Hill, (202) 732-3963

Program Studies : Jay Noell, (202) 245-8877

STATE STUDENT INCENTIVE GRANTS
(CFDA No. 84.069)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, as amended, Sections 415A to 415E, (20 U.S.C. 1070c to 1070c-4) (expires September 30, 1991).

Purpose: To help States develop and expand grant and work-study assistance to students attending postsecondary educational institutions.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$19,000,000	1983	$60,000,000
1975	20,000,000	1984	76,000,000
1980	76,750,000	1985	76,000,000
1981	76,750,000	1986	72,732,000
1982	73,680,000	1987	76,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

Data collection for the National Postsecondary Student Aid Study was completed, and the results are expected to be available in 1988. This survey will provide more detailed information on the distribution of State-supported aid than has previously been available.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Program Administration

Under Section 1203 of the Higher Education Act, each State designates an agency to be responsible for State Student Incentive Grant (SSIG) funds. It may be part of the State government, the Education Department, the organization managing other State grant or loan programs, or a designated corporation acting for the State. The agency receives Federal SSIG funds, matches them at least dollar for dollar with State funds, and distributes them to students eligible for the State student aid program.

Outcomes

Students Participating: In the 1986-87 program year Federal funds of $72.732 million, matched by the States for a total of $145.464 million, were distributed to approximately 290,928 recipients, with awards averaging $500. In the 1986-87 academic year the States distributed more than $1.426 billion in need-based grants, with an average award for all State grants in the 1986-87 academic year of $984. SSIG accounted for about 5.1 percent of all 1986-87 State aid dollars.

Table 1 shows that in the 1985-86 program year, 4-year public institutions received over 43 percent of Federal SSIG funds and accounted for over 51 percent of all recipients. Four-year private institutions received 40 percent of Federal SSIG funds, but had only 25 percent of all recipients. Two-year and proprietary institutions accounted for the remaining 17 percent of funds and almost 24 percent of recipients.

Total State need-based grant support, including overmatching of SSIG funds, increased from $1,170,884,000 in 1984-85 to $1,258,764,000 in 1985-86. Federal SSIG allotments fund about 6.0 percent of State need-based grant amounts. Of the 23 States that did not have grant programs before SSIG, 12 now provide more than a 50-50 match of the Federal allotment. All States now participate in the SSIG program.

Program Effectiveness: The SSIG data in table 1 indicate that the size of the average SSIG award rose from $556 in 1980-81 to $609 in 1985-86. The percentage of all awards made to students from families with incomes over $20,000 increased from 17.9 to 23.7 percent, probably because of wage inflation. Information on the distribution of all State grants (including SSIG funds) for first-time, full-time students (table 2) reflects a similar trend of increasing average award levels. The percentage of costs covered by State grants was almost at the same level in 1986-87 as in 1982-83. This was true for first-time, full-time dependent students from all income levels.

Table 1

SSIG DISTRIBUTION FOR SELECTED PROGRAM YEARS

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Average student award (includes State match)	$556	$545	$528	$577	$594	$609
% of all SSIG recipients at various institutions						
4-year public	49.3	53.2	51.8	50.5	51.8	51.5
4-year private	8	25.1	24.1	29.6	26.8	24.7
Proprietary	2.0	1.7	2.1	2.1	2.8	2.3
2-year	16.0	20.0	21.9	17.8	18.6	21.5
% of all Federal SSIG funds at various institution						
4-year public	39.5	43.6	43.1	41.0	41.7	43.5
4-year private	45.3	39.9	36.5	43.4	42.2	39.6
Proprietary	2.5	2.1	2.4	2.0	3.2	2.3
2-year	12.7	14.5	18.0	13.7	12.8	14.6
% of SSIG recipients with family incomes of $20,000+	17.9	18.2	19.4	23.0	24.2	23.7

Source: SSIG Program Files, Division of Policy and Program Development, Office of Student Financial Assistance, Office of Postsecondary Education, Department of Education, 1987.

Table 2

PARTICIPATION PATTERNS OF FIRST-TIME, FULL-TIME DEPENDENT STUDENTS IN STATE GRANT PROGRAMS, BY FAMILY INCOME, FALL 1982 to 1986

Academic Year		Family Income UNDER $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	Average for all Income Groups
1982-83	Average award[1]	$789	$704	$678	$735	$725	$718
	% aided[2]	28.2	25.2	17.7	10.7	5.9	15.6
	% of cost[3]	16.8	14.6	13.8	14.5	12.5	14.0
1983-84	Average award	$834	$780	$736	$821	$831	$789
	% aided	29.2	27.3	19.3	11.9	7.2	17.0
	% of cost	16.6	15.1	13.9	15.0	13.1	14.1
1984-85	Average award	$867	$812	$750	$752	$973	$793
	% aided	25.9	25.5	18.6	11.1	6.6	15.4
	% of cost	14.9	13.5	11.9	11.7	12.3	12.9
1985-86	Average award	$892	$856	$833	$900	$900	$872
	% aided	27.9	26.4	21.0	13.0	7.8	15.4
	% of cost	15.5	14.0	12.4	13.5	13.4	13.6
1986-87	Average award	$881	$857	$843	$887	$891	$869
	% aided	25.3	25.2	20.0	13.2	7.5	19.1
	% of cost	15.5	14.5	13.5	13.6	13.4	13.9

Source: CIRP, Annual Survey of Freshmen, Academic Years 1982-83, 1983-84, 1984-85, 1985-86, 1986-87 (Higher Education Research Institute, Regents of the University of California, Los Angeles, California).

1. Average award = average dollars awarded per recipient.
2. % aided = number of recipients ÷ total students.
3. % of cost = average award ÷ average cost.

Table 3 shows the distribution of State grants to first-time, full-time dependent freshmen by race, sex, and family income for the fall of 1986. It indicates that women have slightly higher participation rates and lower average awards in all income groups.

Black participation is higher than nonblack participation in State grant programs, and the average award is markedly higher for blacks, $963, than for nonblacks, $859. At the two higher income levels, black students participate at a greater rate than nonblack students, while at the three lower levels the reverse is true. The high overall rate for blacks is due to their high participation rates in the lower income groups, which contain the majority of black students. However, most of the nonblack students are in the higher income classes and have low participation rates, so the overall rate is depressed below that for blacks.

Table 3

PARTICIPATION IN STATE GRANTS FOR FIRST-TIME, FULL-TIME DEPENDENT STUDENTS, BY SEX, RACE, AND FAMILY INCOME, FALL 1986

	Family Income					
Participation	UNDER $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	Average for All Income Groups
Men						
% participating	23.5	25.6	19.4	12.9	7.2	13.4
Average per recipient	$932	$878	$857	$909	$912	$891
Women						
% participating	26.6	24.9	20.5	13.5	7.8	14.8
Average per recipient	$849	$839	$831	$867	$870	$850
Blacks						
% participating	23.2	21.9	19.7	17.9	12.9	19.8
Average per recipient	$878	$955	$919	$1,005	$1,126	$963
Nonblacks						
% participating	27.4	26.5	20.5	12.4	7.4	10.1
Average per recipient	$867	$847	$838	$878	$882	$859

Source: CIRP, Annual Survey of Freshmen, Academic Year 1986-87 (Higher Education Research Institute, Regents of the University of California, Los Angeles, California).

IV. SOURCES OF INFORMATION

1. Program files, Division of Policy and Program Development, Office of Student Financial Assistance.

2. CIRP, Annual Survey of Freshmen (Higher Education Research Institute, Regents of the University of California, Los Angeles, California).

3. Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.

V. PLANNED STUDIES

1. Repetition of the National Postsecondary Student Aid Study at 3-year intervals.

2. Continuation of the High School and Beyond Survey, follow-up surveys at 2-year intervals.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Neil C. Nelson, (202) 732-4507

Program Studies : Jay Noell, (202) 732-3682

GUARANTEED STUDENT LOAN PROGRAM
(CDFA No. 84.032)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-B, as amended (20 U.S.C. 1071-1087-2a) (expires September 30, 1991).

Purpose: To provide loans to students and their parents in order to facilitate students' access to postsecondary education and to enhance their choices among a broader range of institutions. The Guaranteed Student Loan Program (GSLP) authorizes low-interest loans to students to help pay their costs of attending eligible postsecondary institutions, including colleges and universities; vocational, technical, business, and trade schools; and certain foreign institutions.

PLUS and Supplemental Loans for Students (SLS) are auxiliary programs that serve the same general purpose as GSLP loans. PLUS makes loans to parents of dependent students and SLS to graduate and independent undergraduate students. In exceptional circumstances the financial aid administrator may authorize dependent undergraduates to apply for an SLS. These loans are less subsidized than regular GSLP loans.

Funding History

Fiscal Year	Loan Volume	Appropriation
1966	$ 73,000,000	$ 10,000,000
1970	811,000,000	73,000,000
1975	1,298,000,000	580,000,000
1980	7,779,960,000	1,609,344,000
1985	8,913,000,000	3,800,000,000
1986	8,570,000,000	3,266,000,000
1987	9,266,000,000	2,717,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987 the Department of Education published many new regulations implementing new provisions of the Higher Education Amendments of 1986. These regulations also clarified and strengthened existing requirements. New GSL regulations--

- o increased lender requirements for due diligence in collecting loans, and
- o required lenders to send a borrower's loan check directly to the school and to make multiple disbursements of loans.

The Department also greatly increased its efforts to collect on defaulted loans by--

- o referring a larger volume of defaults to private collection agencies with whom the Department has contracted for collection services,

- referring records on defaulters to consumer credit bureaus,
- conducting computer matches to find the addresses of defaulters,
- increasing the number of cases referred to the Justice Department for litigation,
- more closely monitoring the collection activities of State guarantee agencies, and
- continuing its coordination with the Internal Revenue Service to collect defaulted loans by obtaining all or part of any tax refunds owed to borrowers. As a result of these actions, the Department collected $366 million in FY 1986 and $463 million during FY 1987.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Only students with demonstrated financial need are eligible for guaranteed student loans. A borrower may not receive loans that exceed the student's cost of education.

A student who has not successfully completed the first or second year of undergraduate education may borrow a maximum of $2,625 a year under GSL. A student who has completed 2 years of an undergraduate program but has not successfully completed the undergraduate program may borrow a maximum of $4,000 a year under GSL. The aggregate maximum for any undergraduate student is $17,250. The annual borrowing limit for graduate and professional students is $7,500. The aggregate maximum for any graduate or professional student, which includes loans previously made to undergraduate students, is $54,750. This amount excludes amounts borrowed under the SLS and PLUS programs.

Parents may borrow a maximum of $4,000 annually on behalf of each dependent student under PLUS; independent students may borrow up to $4,000 annually under SLS. The aggregate maximum that may be borrowed by students under SLS is $20,000. Parents may borrow an aggregate amount up to $20,000 for each dependent student under PLUS; loan limits for parents (both annual and aggregate) do not include amounts borrowed by a student under the GSL and SLS programs.

Program Administration

The GSLP operating through State and private, nonprofit guarantee agencies, makes low-interest, long-term loans available to students attending participating postsecondary schools. The program uses private loan capital supplied primarily by commercial lenders but also by other lenders, including some State agencies and schools. These loans are guaranteed by individual State or private, nonprofit guarantee agencies and are reinsured by the Federal Government. The Federal Government pays interest on behalf of students while they are in school and during a grace period. It also pays a special allowance to lenders to provide them with a market rate of interest for these loans. In addition, the Federal Government reinsures State guarantee agencies for default claims these agencies pay to lenders. Guarantee agencies also receive an administrative cost allowance of one percent of new annual loan volume.

Table 1 shows the FY 1987 program expenditures for major categories of costs:

Table 1

GSL Program Obligations, FY 1987

Interest and Special Allowance	Reinsurance for Default Claims	Administrative Cost Allowance	All Other	Total
$1,668,400,000	$1,268,733,000	$155,122,000	$86,905,000	$3,179,160,000

Obligations for default payments now account for 40 percent of total program obligations; interest and special allowance payments account for 52 percent, administrative cost allowance for 5 percent, all other obligations for 3 percent.

Table 2 below shows cumulative defaults paid to lenders for the past 5 years and the gross cumulative default rate for the Guaranteed Student Loan Program (regular GSL and PLUS combined).

Table 2

Cumulative Defaults and Rates, as of September 30 of Each Fiscal Year, 1982-86

Fiscal Year	Cumulative Defaults	Cumulative Default Rate
1982	$1,982,249,000	11.2%
1983	2,513,442,000	10.8
1984	3,226,186,000	10.9
1985	4,258,438,000	11.6
1986	5,629,560,000	12.6

An important aspect of program administration is the collection of defaulted loans. During FY 1986 the Department and State guarantee agencies collected $420.5 million from defaulters, an increase of 71 percent over combined collections of $246 million during FY 1985.

Outcomes

FY 1987 GSLP loan volume increased by 13.5 percent from approximately $8.6 billion in FY 1986 to $9.7 billion in FY 1987. The number of loans increased by 7.3 percent.

Table 3 below shows the distribution of GSLs during FY 1986 for first-time, full-time dependent students.

Table 3

Participation in the GSL Program for
First-Time, Full-Time Dependent Students, Fall 1986,
by Sex, Race, and Family Income

	Family Income					
Participation	Less Than $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	Total
Men						
% participating	32.4	35.5	36.5	32.1	7.8	26.2
Average per recipient	$1,600	$1,635	$1,703	$1,716	$1,694	$1,685
Women						
% participating	29.8	36.1	37.8	32.6	16.9	27.1
Average per recipient	$1,602	$1,600	$1,649	$1,675	$1,649	$1,639
Blacks						
% participating	23.6	30.0	35.2	34.8	24.3	29.0
Average per recipient	$1,494	$1,527	$1,654	$1,658	$1,558	$1,573
Nonblacks						
% participating	33.7	36.9	37.2	32.3	16.6	26.5
Average per recipient	$1,614	$1,633	$1,685	$1,698	$1,680	$1,672
All Students						
% participating	30.9	35.8	37.2	32.4	16.8	26.67
Average per recipient	$1,601	$1,616	$1,675	$1,695	$1,672	$1,661
% cost	27.1	26.7	27.3	26.7	23.3	25.8

Improvement Strategies

The Department will continue to emphasize default prevention and increased collections on defaults. Default prevention will focus on schools whose students have default rates higher than 20 percent. Collections will be increased by continued use of computer matches and by increased assignment to the Department of certain types of defaulted loans held by State guarantee agencies.

IV. SOURCES OF INFORMATION

1. Program files.
2. Cooperative Institutional Research Program (CIRP), Fall 1986.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Gary Beanblossom, (202) 472-1882

Program Studies : Jay Noell, (202) 732-3682

CARL D. PERKINS LOAN PROGRAM
(CFDA No. 84.038)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-E, as amended by (20 U.S.C. 1087aa-1087hh) (expires September 30, 1991).

Purpose: To help institutions make low-interest loans to financially needy students to help pay their costs of attending postsecondary educational institutions. The Perkins Loan Program is the loan component of the campus-based programs that are directly administered by financial aid officers at postsecondary institutions. Perkins loans provide flexibility to financial aid administrators in packaging student aid awards to meet the individual needs of students.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1959	$ 30.900,000	1983	$178.600,000
1970	$188.800,000	1984	$161.100,000
1975	$321.000,000	1985	$192.500,000
1980	$286.000,000	1986	$181.800,000
1981	$186.000,000	1987	$188.000,000
1982	$178.600,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987 the Department of Education strengthened its "limit, suspend, and terminate" (LS&T) regulations for school lenders who fail to demonstrate administrative and financial capability in administering Federal student aid programs. Consistent with changes in the HEA Amendments of 1986, the Department implemented many new provisions of the Perkins Loan Program. This included changing the basis for institutional assignment of defaulted loans from a 2-year default period to an immediate assignment following the default. Regulations were added affecting consumer information given to borrowers on the penalties associated with default, the total loan balance owed by the borrower, and the total monthly repayment amounts under various repayment options. Students who were enrolled less than half-time also become eligible for a reasonable proportion of Perkins loan funds whenever such students are included by an institution in its need calculation. A borrower's grace period was increased from 6 months to 9 months. New deferments have been created for parental leave and for active duty with the National Oceanic and Atmospheric Administration Corps.

The institution may charge late fees only to a maximum of 20 percent of the borrower's monthly payment.

The Department not only will continue loan cancellation for public service (such as VISTA and the Peace Corps) but also will make payments to institutional revolving funds equal to the amounts cancelled.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Only students with demonstrated financial need are eligible for Perkins loans (and other campus-based programs). An eligible student may receive maximum cumulative loans of $4,500 for the first 2 years of undergraduate study (a cumulative total of $9,000 for undergraduate study) and a cumulative total of $18,000 for both undergraduate and graduate study. As a result of the HEA Amendments of 1986, need analysis criteria were made more detailed and specific. Although the effects of these changes, if any, are not yet known, the amendments expressed the intention that institutions give priority to exceptionally needy students in awarding Perkins loans.

Program Administration

On the basis of estimated total need, each participating institution applies to the Department for a share (allocation) of the annual Federal Capital Contribution appropriated by Congress.

A total of 3,306 postsecondary institutions currently participate in the Perkins Loan Program. Their distribution, by type and control, is as follows:

Table 1

Number and Percentage of Participating Institutions by Type and Control

Institutional Type and Control	No. Participating Institutions	Percentage of Participating Institutions
Public 4-year	504	15%
Public 2-year	394	12
Private 4-year	1,064	32
Private 2-year	154	5
Proprietary	1,190	36
All participating institutions	3,306	100%

Perkins Loan allocations are based on the need profile of each institution. The distribution of funds, by type and control, will reflect these relative need profiles creating a distribution of funds different from that for participating institutions above.

Table 2

Allocation of Perkins Loan Funds
by Type and Control of Institution

Type and Control	Funds Allocation	Percentage Allocation
Public 4-year	$ 53,800,000	29%
Public 2-year	$ 12,900,000	7
Private 4-year	$ 73,700,000	39
Private 2-year	$ 4,000,000	2
Proprietary	$ 43,100,000	23
All participating institutions	$187,500,000	100%

Outcomes

The principal objective of the program is to help needy students meet college costs. Table 3 below shows Perkins Loan data for full-time, dependent freshmen during the 1986-87 academic year.

Table 3

Perkins Loan Participation Rates by Sex, Race, and Family Income

	Family Income					
PRTICIPATION	Less Than $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	Total
Men						
% participating	16.7	19.0	16.4	11.8	5.6	10.9
Average per recipient	$1,089	$1,064	$1,135	$1,175	$1,264	$1,159
Women						
% participating	18.6	20.3	18.0	12.0	5.3	11.9
Average per recipient	$1,042	$1,058	$1,115	$1,202	$1,240	$1,131
Blacks						
% participating	19.3	21.8	21.2	15.0	11.7	17.9
Average per recipient	$1,008	$1,009	$1,116	$1,206	$1,184	$1,078
NonBlacks						
% participating	17.1	19.7	16.8	11.8	5.2	10.9
Average per recipient	$1,077	$1,066	$1,114	$1,185	$1,259	$1,147
All Students						
% participating	17.8	19.7	17.2	11.9	5.4	11.4
Average per recipient	$1,060	$1,060	$1,124	$1,189	$1,252	$1,143
% cost	15.8	15.5	16.2	16.7	16.3	16.2

In addition, program data show that--

- o independent students made up 27 percent of all Perkins loan recipients and 25 percent of total loan volume; and
- o graduate and professional students constituted 10 percent of all recipients and 18 percent of total loan volume.

Improvement Strategies

The Department will continue to stress sound management of campus-based Federal student aid programs. Particular emphasis will be given to assignment of defaulted loans by institutions with high and medium rates of default. Participating schools will be encouraged to improve their loan counseling and to provide repayment information to borrowers. The Department will continue to support the training of financial aid officers in the understanding and application of Federal regulations governing the program.

IV. SOURCES OF INFORMATION

1. Program files.

2. Cooperative Institutional Research Program (CIRP), Fall 1986.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Z. Hill, (202) 732-3963

Program Studies: Jay Noell, (202) 732-3682

WORK-STUDY PROGRAM
(CFDA No. 84.033)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part C, as amended by P.L. 99-498 (42 U.S.C. 2751-2756a) (expires September 30, 1991).

Purpose: To stimulate and promote part-time employment for postsecondary students who need the earnings to help meet the cost of their education. The Department of Education allocates Work-Study funds to institutions of higher education based on a guaranteed minimum plus increases based on their share of total State and national apportionments for that year. Federal grants to institutions are used to subsidize up to 80 percent of students' wages. The remaining contribution (20 percent or more, depending on the use of the Federal share) is the institution's responsibility.

To receive Work-Study funds, students must meet certain categorical eligibility requirements and have financial need (their cost of attendance must exceed the sum of their expected family contribution, Pell Grant, and other financial aid received). Institutions determine the distribution of awards among eligible applicants.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1965	$ 55,710,000	1983	$590,000,000
1970	152,460,000	1984	555,000,000
1975	420,000,000	1985	592,500,000
1980	550,000,000	1986	567,023,000
1981	550,000,000	1987	592,500,000
1982	528,000,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

As part of the Department's quality-control program, mandatory verification--the required submission by students and review by institutions of documentation on key data elements in the student aid application form--was extended to include all applicants for Federal aid. In prior years, only eligible Pell applicants were subject to mandatory verification. Beginning in FY 1987, applications for Guaranteed Student Loans (GSLs) and campus-based aid, which includes SEOG and Perkins Loans as well as Work-Study, could also be selected for mandatory verification. Expanding the population covered by mandatory verification is expected to reduce student misreporting in the program.

During FY 1987, the Department implemented a program to encourage the employment of Work-Study students in adult literacy projects. On the basis of their participation in programs designed to reduce adult illiteracy during the 1986-87 academic year, institutions were eligible to receive supplemental Work-Study funding in the following year. For the 1987-88 award period, $912,772 in supplemental awards was provided to 56 postsecondary institutions. These 56 institutions employed 977 students, with earnings of $741,923, in adult literacy projects during the 1986-87 award period.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The people eligible to receive awards are students attending participating postsecondary institutions who have demonstrated financial need. The disbursement of awards is a two-step process. First the Department of Education allocates funds to eligible postsecondary institutions according to a formula incorporating a guaranteed minimum, based on a prior year's authorization, and increases based on a measure of institutional need. Institutions then distribute these funds to eligible students according to their own packaging philosophy. Analysis of the targeting of program funds requires looking at the distribution of funds from the Federal Government to institutions and from institutions to students.

Insights into the allocation of program funds to institutions can be obtained by comparing institutional enrollment patterns (IV.1) with the share of program funds going to different sectors of postsecondary education (IV.2). This comparison reveals the following:

o Private institutions receive a disproportionate share of allocations based on their enrollment. In 1985, private institutions enrolled 22.6 percent of postsecondary students and disbursed 44.1 percent of Work-Study funds.

o Public 2-year institutions are particularly underrepresented in the program, disbursing only 14.6 percent of the funds while enrolling 34.9 percent of students.

o Four-year private institutions receive the largest amount of funds relative to their enrollment share. They disburse 40.1 percent of the funds and enroll 20.5 percent of the students.

The targeting of program funds on private institutions occurs because the formula used to allocate funds is based in part on aggregate student need at the institution, which in turn depends on institutional costs. Because private institutions charge higher tuition and fees, student aggregate need and, hence, the institutional share of program funds are also higher.

The allocation of program funds to students can be assessed by looking at the distribution of awards and need by income. Table 1 shows how the percentage of recipients and dollars and average award vary by dependency status and income level and compare with the distribution of need. The data indicate that awards tend to reflect the distribution of need. Low-income dependent students and graduate students receive a slightly higher proportion of awards than their relative share of total need. This excess comes at the expense of independent students and high-income dependent students. In general, however, it does not appear that program funds are being targeted toward any particular group of recipients.

The distribution of awards by race and sex also is of interest. In table 2, participation rates and average awards are presented for first-time, full-time students by race and sex. The rates for black participation are higher, at all income levels, than are the rates for nonblacks. This difference is largest at the higher family income levels ($30,000 and above). Average awards, however, tend to be higher for nonblacks. This same pattern is found in comparing men and women; women have higher participation rates but receive lower average awards.

Services

According to program data (IV.2), in the 1985-86 academic year, students received awards averaging $901. This represents a slight decrease in recipients from the 1984-85 academic year, when 735,456 students received awards. Average awards are up slightly from $877. In 1985-86, over 3,500 institutions received program funds. Between the 1985-86 and 1987-88 academic years, the proportion of allocations received by proprietary institutions has increased from 1.4 percent to 6.4 percent of funds. This increase has come at the expense of 4-year institutions, both public and private, whose relative share of program funds has declined 1.6 and 4.3 percentage points, respectively.

Program awards are not made alone but in conjunction with the receipt of all forms of Title IV assistance. Estimates of joint program benefits received in 1985-86 (IV.3) indicate the following:

- Almost all (98 percent) recipients of Work-Study funds also receive another form of Title IV assistance.
- More than 70 percent of recipients also receive Pell awards, and more than 55 percent borrow through the GSL program.
- Approximately 40 percent of recipients also receive SEOGs and Perkins Loans.

Table 1

DISTRIBUTION OF WORK-STUDY AWARDS AND NEED, BY FAMILY INCOME, 1985-86 AWARD YEAR

	Family Income for Dependent Students							
Awards	Under $6,000	$ 6,000-$11,999	$12,000-$17,999	$18,000-$23,999	$24,000-$29,999	$30,000+	Independent Students	Graduate Students
% recipients	10.7	11.2	11.8	11.1	9.8	16.1	24.0	5.3
% funds	9.2	10.1	10.9	10.3	9.0	14.4	25.9	10.2
Average award	$773	$810	$834	$838	$831	$802	$973	$1,732
Need								
% total need	5.1	9.6	11.6	10.1	12.1	15.9	30.5	5.1
Average need	$2,650	$3,185	$3,257	$3,121	$3,549	$3,089	$4,101	$7,122

Source: For awards see IV. 2, for need see IV. 3.

Table 2

PARTICIPATION IN THE WORK-STUDY PROGRAM FOR FIRST-TIME, FULL-TIME DEPENDENT STUDENTS, BY SEX, RACE, AND FAMILY INCOME, FALL 1985

Participation	Family Income					Average for All Recipients
	Under $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	
Men						
% participating	18.9	16.9	13.7	8.9	4.2	9.5
Average per recipient	$760	$834	$801	$830	$920	$831
Women						
% participating	22.3	21.0	17.6	11.6	5.7	12.8
Average per recipient	$708	$764	$780	$811	$835	$780
Blacks						
% participating	23.1	21.1	18.5	16.2	10.4	18.7
Average per recipient	$614	$715	$747	$916	$827	$718
Nonblacks						
% participating	19.9	18.8	15.4	9.9	4.7	10.4
Average per recipient	$786	$810	$794	$812	$878	$816

Source: See IV. 4.

Program Administration

Institutions are responsible mainly for administering the program. They determine which students are eligible to receive awards, how much they are eligible to receive, and how much they do receive. The accuracy of award determinations and disbursements at the institutional level has been evaluated in several quality control studies. Findings from these studies relating to the campus-based programs are indicative of program administration.

Among the key findings of the Title IV Quality Control Study (IV.3), conducted for the 1985-86 academic year, were these:

- Large amounts of both student and institutional error exist in the campus-based programs.
- Errors affecting need were found in 77.2 percent of the cases sampled. These errors led to an estimated $500 million net overstatement of need for the campus-based programs. The majority of the errors (80 percent) were attributable to misreporting by students.
- Situations in which campus-based awards actually exceeded need were estimated to occur in 22.5 percent of cases and to account for $265 million. Awards in excess of need were evenly divided as to their source between institutions and students.

Outcomes

One measure is the percentage of education costs met by awards, and the change in this percent over time. Table 3 presents data on participation patterns among first-time, full-time dependent students from academic years 1982-83 through 1985-86. The data indicate that awards have covered a smaller percentage of total cost during recent years. During 1985-86, for example, the average award met 11.7 percent of total cost for first-time, full-time dependent students, whereas in 1982-83 it met 14.1 percent of cost. This decline was consistent across income categories.

The decline in the percentage of educational costs met by the Work-Study program is not surprising, given recent trends in college costs and Work-Study appropriations. Between 1982-83 and 1985-86, average total tuition, room, and board increased 23.6 percent at public institutions and 28.2 percent at private institutions (IV.5), while Work-Study appropriations decreased slightly (3.9 percent). As a consequence, Work-Study awards lost ground relative to costs.

Consistent with the data presented in the section on population targeting, there was little variation in the percentage of costs met by awards among the various income groups. For lower-income students, awards did account for a slightly higher percentage of costs than they did for middle- and upper-income students. The percentage of students receiving aid was more strongly related to income, however, decreasing as income increased.

Table 3

PARTICIPATION PATTERNS OF FIRST-TIME, FULL-TIME DEPENDENT STUDENTS IN THE WORK-STUDY PROGRAM, BY FAMILY INCOME, ACADEMIC YEARS 1982-83 TO 1985-86

Academic Year		Family Income					Average for All Recipients
		Under $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000+	
1982-83	Average award 1/	$685	$702	$738	$753	$782	$725
	% aided 2/	21.9	19.3	14.7	10.2	4.6	12.8
	% of cost 3/	14.6	14.6	15.0	14.8	13.5	14.1
1983-84	Average award	$720	$758	$764	$790	$809	$764
	% aided	25.2	22.1	16.6	11.8	5.4	14.4
	% of cost	14.3	14.7	14.4	14.3	12.8	13.3
1984-85	Average award	$752	$758	$747	$748	$831	$760
	% aided	19.5	17.0	13.5	8.4	3.4	10.7
	% of cost	13.2	12.5	11.4	9.8	10.2	11.7
1985-86	Average award	$728	$793	$790	$819	$873	$802
	% aided	20.9	19.1	15.6	10.2	4.9	11.1
	% of cost	12.8	13.1	11.5	10.6	10.2	11.7

Source: See IV. 4.

1. Average award = average dollars awarded per recipient
2. % aided = number of recipients ÷ total students
3. % of cost = average award ÷ average cost

Improvement Strategies

The Department has implemented the Institutional Quality Control Pilot Project (IV. 6) to assess the feasibility of developing an institutionally based quality-control system for the Title IV programs. Preliminary findings from an evaluation of the first phase of the project are as follows:

- Institutions were able to implement all required activities for the first year of the pilot project.

- The management assessment activity led most participating institutions to enhance internal controls.

- The error measurement process has proved successful in uncovering error that would otherwise have gone undetected.

- Many institutions were able to implement corrective actions immediately, although such corrective actions were not required until year 2 of the pilot project.

IV. SOURCES OF INFORMATION

1. The Condition of Education (Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1987 edition).

2. Fiscal Operations Report 1983-84, 1984-85, 1985-86, unpublished tables from Campus-Based Analysis Section, Office of Student Financial Assistance, U.S. Department of Education.

3. Title IV Quality Control Project 1985-86 (Reston, VA: Advanced Technology, Inc.) Secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget, and Evaluation, U.S. Department of Education.

4. Annual Survey of Freshmen 1982-83, 1983-84, 1984-85, 1985-86 (Los Angeles, California: Cooperative Institutional Research Program) Secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget, and Evaluation, U.S. Department of Education.

5. Digest of Education Statistics (Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1987 edition).

6. Institutional Quality Control Pilot Project (Reston, VA: Advanced Technology Inc.) Memorandum produced by Division of Quality Assurance, Office of Student Financial Assistance, U.S. Department of Education, June 1987.

V. PLANNED STUDIES

A major survey of student financial aid is being conducted by the Center for Education Statistics in cooperation with the Office of Student Financial Assistance and other Federal agencies. This survey will collect data on recipients and nonrecipients of aid, providing a large sample of the student population on which detailed analyses of aid patterns can be based. Preliminary data on aid recipients from the Fall Records Survey has been obtained. Complete files for all survey components are expected by August 15, 1988.

The Integrated Quality Control Measurement Study is being planned for 1988-89. This study will provide current estimates of the level of error in the Title IV programs, evaluate the effects of previous corrective action taken to reduce error, and identify further corrective actions that might be taken to improve program administration.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Hill, (202) 732-3963

Program Studies : Jay Noell, (202) 245-8877

UPWARD BOUND
(CFDA No. 84.047)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and 417C, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1a) (expires September 30, 1991).

Purpose: To generate among low-income youths and potential first-generation college students the skills and motivation necessary for success in education beyond high school. The goal of the program is to increase the academic performance and motivation of eligible enrollees so that they may complete secondary school and successfully pursue postsecondary education programs.

Funding History

Fiscal Year	Appropriation[1]	Fiscal Year	Appropriation
1967	[2]	1983	$154,740,000
1970	$ 44,600,000	1984	164,740,000
1975	70,331,000	1985	174,940,000
1980	147,500,000	1986	168,786,000
1981	156,500,000	1987	176,370,000
1982	150,240,000		

1. Represents appropriations for all the Special Programs for Disadvantaged Students (which include Upward Bound, Talent Search, Educational Opportunity Centers, and Student Support Services). Funds are not appropriated separately for these programs, but are allocated administratively to each program; budget authority is given for each program.

2. There was no specific appropriation for Upward Bound in this year, but an allocation was made from the appropriation for Title II-A of the Economic Opportunity Act of 1964.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Number of new projects	0
Number of continuation projects	403
Average award	$184,983
Number of persons served	30,269 (est.)
Average Federal cost per participant	$2,463
Budget authority	$74,548,185

Outcomes

- o Disadvantaged youths who were in Upward Bound were more likely to apply to college, obtain financial aid, attend college, and persist in college for 1 year after high school.

- o During their first three semesters, Upward Bound students earned significantly more college credits than comparable nonparticipants in Upward Bound.

- o College retention rates 21 months after high school dropped to a level no longer significantly greater than the rates for comparable non-participants in Upward Bound.

IV. SOURCES OF INFORMATION

1. Program data.
2. Steven M. Jung and Applied Systems Institute, Reanalysis of High School and Beyond Data to Estimate the Impact of Upward Bound (Washington, DC: Applied Systems Institute, 1984).

V. PLANNED STUDIES

A study is planned for FY 1988 to assess how a demonstration could be used to determine whether there are more cost-effective ways to provide services to Upward Bound participants.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Daniel B. Davis, (202) 732-4804

Program Studies: Jay Noell, (202) 732-3682

TALENT SEARCH
(CFDA No. 84.044)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and B, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1) (expires September 30, 1991).

Purpose: To identify qualified youths with potential for postsecondary education, to encourage them to complete secondary school and to enroll in postsecondary education programs, to publicize the availability of student financial aid, and to increase the number of secondary and postsecondary school dropouts who reenter an educational program.

Funding History

Fiscal Year	Appropriation[1]/	Fiscal Year	Appropriation
1967	$ 2,500,000	1983	$154,740,000
1970	44,600,000	1984	164,740,000
1975	70,331,000	1985	174,940,000
1980	147,500,000	1986	168,786,000
1981	156,500,000	1987	176,370,000
1982	150,240,000		

1. Represents appropriations for all the Special Programs for Disadvantaged Students (which include Upward Bound, Talent Search, Educational Opportunity Centers, and Student Support Services). Funds are not appropriated separately for these programs, but are allocated administratively to each program; budget authority is given for each program.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting	FY 1987
Number of new projects	0
Number of continuation projects	174
Average award	$117,150
Number of persons served	183,034 (est.)
Average Federal cost per participant	$111
Budget authority	$20,384,105

Program Administration

A study of the Talent Search and Educational Opportunity Centers programs completed in 1985 (IV.2) by the College Entrance Examination Board examined data from 11 local Talent Search projects and annual performance and other program data collected by the Department of Education.

- The researchers concluded that it is difficult to evaluate program effectiveness because no common method governs the way the projects collect and report data to the programs' performance-reporting system; hence it is impossible to measure aggregate program proformance.
- If additional program funds become available, priority should go to additional projects that will serve Hispanic clients because they are underrepresented in the programs.

IV. SOURCES OF INFORMATION

1. Program files.
2. Paul L. Franklin, Helping Disadvantaged Youths and Adults Enter College: An Assessment of Two Federal Programs, (Washington, DC; College Entrance Examination Board, 1985).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Daniel B. Davis, (202) 732-4804

Program Studies: Jay Noell, (202) 732-3682

EDUCATIONAL OPPORTUNITY CENTERS
(CFDA No. 84.066)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and E, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1c) (expires September 30, 1991).

Purpose: To provide information on financial and academic assistance available to qualified adults who want to enroll in postsecondary education and to help them apply for admission.

Funding History

Fiscal Year	Appropriation[1]	Fiscal Year	Appropriation
1975	$ 70,331,000	1983	$154,740,000
1980	147,500,000	1984	164,740,000
1981	156,500,000	1985	174,940,000
1982	150,240,000	1986	168,786,000
		1987	176,370,000

1. Represents appropriations for all the Special Programs for Disadvantaged Students (which include Upward Bound, Talent Search, Educational Opportunity Centers, and Student Support Services). Funds are not appropriated separately for these programs, but are allocated administratively to each program; budget authority is given for each program.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

	FY 1987
Number of new projects	0
Number of continuation projects	37
Average award	$248,906
Number of persons served	99,232
Average Federal cost per participant	$93
Budget authority	$9,209,531

Program Administration

A study of the Talent Search and Educational Opportunity Centers (EOC) programs completed in 1985 (IV.2) by the College Entrance Examination Board examined data from six EOCs and the annual performance and other program data collected by the Department of Education.

o The researchers concluded that it is difficult to evaluate program effectiveness because it is impossible to measure aggregate program performance: the data are not comparable.

--No common method governs the way the projects collect and report data to the programs' performance-reporting system.

--There is no standard definition of client for recordkeeping and reporting.

o If additional program funds become available, priority school go to additional projects that will serve Hispanic clients because they are underrepresented in the programs.

IV. SOURCES OF INFORMATION

1. Program files.

2. Paul C. Franklin, Helping Disadvantaged Youth and Adults Enter College: An Assessment of Two Federal Programs, (Washington, DC; College Entrance Examination Board, 1985).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Daniel B. Davis, (202) 732-4804

Program Studies : Jay Noell, (202) 732-3682

STUDENT SUPPORT SERVICES
(CFDA No. 84.042)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 417A and 417D, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1b) (expires September 30, 1991).

Purpose: To identify low-income, first-generation, or physically handicapped college students who are enrolled or accepted for enrollment by participating postsecondary institutions and to provide them with necessary support services to pursue programs of postsecondary education successfully.

Funding History

Fiscal Year	Appropriation[1]	Fiscal Year	Appropriation
1970	$ 44,600,000	1983	154,740,000
1975	70,331,000	1984	164,740,000
1980	147,500,000	1985	174,940,000
1981	156,500,000	1986	168,786,000
1982	150,240,000	1987	176,370,000

1. Represents appropriations for all the Special Programs for Disadvantaged Students (which include Upward Bound, Talent Search, Educational Opportunity Centers, and Student Support Services). Funds are not appropriated separately, but are allocated administratively to each program; budget authority is given for each program.

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department's major FY 1987 initiatives for the Student Support Services program were as follows:

- To amend the regulations for the Student Support Services program, formerly called the Special Services for Disadvantaged Students program, to implement changes made in the Higher Education Amendments of 1986.
- To modify the Student Support Services program performance report in response to the Office of Management and Budget's request to improve data collection on program impact.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

	FY 1987
Number of new projects	664
Number of continuation projects	0
Average award	$106,870
Number of persons served	152,000 (est.)
Average Federal cost per participant	$467
Budget authority	$70,961,949

Services

The 664 projects funded under the Student Support Services program provided a range of services to over 150,000 postsecondary students across the country. The services provided include, but are not limited to, instruction, academic, career and personal counseling, tutoring, financial aid information, services for students with limited proficiency in English, and exposure to cultural events.

According to the recent Inspector General's audit report (IV.2), there were significant problems in the documentation of student eligibility and of services provided to students. In some institutions, there was duplication of services between these programs and State-funded programs.

Program Administration

The General Accounting Office conducted a review of the Student Support Services program for the fiscal years 1978 through 1980 (IV.3). GAO reported the following findings:

- There is no assurance the program goals and project objectives are being met.
- Projects lack specific objectives to increase retention and graduation rates.
- Local project reports to the program managers are inaccurate and incomplete.
- Failure to reach objectives is not reported.
- Program management is inadequate.

Outcomes

The System Development Corporation has conducted an impact evaluation of the Student Support Services program. The follow-up study (IV.4), conducted on students who would normally be in their fourth year of college, reported the following major findings.

- Students with the greatest need for services are the least likely to succeed in college.

- There is no clear evidence that one particular kind of service was superior to another.

- Moderate levels of support services were more effective than no services or the most intensive services.

- Students who received moderate levels of services appear to have had fewer academic deficiencies to overcome than those who received more intensive services.

- Almost 60 percent of the participants were still enrolled in postsecondary education 3 years after entry, and most were full-time students.

- Academic support services received after the freshman year were less successful in improving long-term academic performance.

Improvement Strategies

Strategies to improve the administration of the Student Support Services program included these:

- Increased monitoring of projects.

- Improved data collection on project impact.

- Improved training of project staff through designation of a secretarial priority for fiscal years 1984 thorugh 1987 under the Training Program for Special Programs Staff and Leadership Personnel, which focused on improved management of Special Programs for Disadvantaged Students.

IV. SOURCES OF INFORMATION

1. Program files.
2. Office of the Inspector General, "Results by OIG's Limited Review of the Special Programs for Disadvantaged Students" (Washington, DC: U.S. Department of Education, 1985).
3. "Report on the Special Services for Disadvantaged Students Program" (Washington, DC: U.S. General Accounting Office, November 12, 1982).
4. Follow-up Evaluation of the Special Services for Disadvantaged Students Program (Santa Monica: System Development Corporation, 1983).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Daniel B. Davis, (202) 732-4804

Program Studies : Jay Noell, (202) 732-3682

VETERANS' EDUCATION OUTREACH PROGRAM
(CFDA No. 84.064)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 420A, as amended by P.L. 99-498 (20 U.S.C. 1070e-1) (expires September 30, 1991).

Purpose: To encourage colleges and universities to serve the special educational needs of veterans, especially service-connected disabled veterans, other disabled or handicapped veterans, incarcerated veterans, and educationally disadvantaged veterans.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$25,000,000	1983	$3,000,000
1975	31,250,000	1984	3,000,000
1980	14,380,000	1985	3,000,000
1981	6,012,000	1986	2,871,000
1982	4,800,000	1987	3,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department amended the program regulations on August 14, 1987 to implement changes made in the Higher Education Amendments of 1986.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Veterans' Education Outreach Program (VEOP) was created in FY 1986 as a replacement for the former Veterans Cost Instruction Program (VCIP), which began in FY 1972. The peak year of veteran enrollment in postsecondary education was FY 1976, when there were approximately 910,000 enrolled veterans eligible for services. By FY 1981, the number of eligible veterans had declined to 212,000 and in the years since, the number has leveled off at approximately 200,000. The number of institutions participating dropped from 710 in FY 1985 to 597 in FY 1987.

Table 1

Number of Awards, by Award Value; Fiscal years 1985-1987

Award	1985	1986	1987
Under $5,000	411	369	353
$5,001-$10,000	113	100	125
$10,001-$40,000	66	62	57
$40,001+	7	7	14
Total	597	538	549

Source: Program files.

Eligible institutions had to demonstrate that they had at least 100 veterans with honorable discharges in attendance as undergraduate students on April 16 of the current year, or that they had received an award under the VEOP for a continuous period of 3 of the 5 most recent fiscal years ending on or before September 30, 1985.

In FY 1986, many institutions dropped out of the program because of the eligibility requirements. Most (over 70 percent) of the higher education institutions that dropped out received grants under $5,000. In FY 1987, the amendments of 1986 were implemented, which loosened eligibility requirements. Previously the institutions were required to enroll at least 100 veterans; now they need only show that they had been funded 3 out of the 5 most recent fiscal years. As a result, the number of awards increased in FY 1987 over FY 1986.

Services

Institutions receiving VEOP funds must maintain a full-time Office of Veterans Affairs and provide outreach and recruitment programs, counseling and tutorial services, and special education programs for veterans, with special emphasis on services for physically disabled, incarcerated, and educationally disadvantaged veterans.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Neil McArthur, (202) 732-4406

Program Studies : Jay Noell, (202) 732-3562

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
(CFDA No.- 84.116)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title X, Part A, section 1001-1005, as amended by P.L. 99-498 (20 U.S.C. 1135a-3) (expires September 30, 1991.)

Purpose: To provide grants to support innovative projects that will encourage the reform and improvement of postsecondary education.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$10,000,000	1983	$11,710,000
1975	11,500,000	1984	11,710,000
1980	13,500,000	1985	12,710,000
1981	13,500,000	1986	12,163,000
1982	11,520,000	1987	13,647,545

II. FY 1987 DEPARTMENTAL INITIATIVES

In addition to continuing the major effort of the Fund for the Improvement of Postsecondary Education (FIPSE), the Comprehensive Program, FIPSE initiated two new programs in FY 1987:

1. Innovative Projects for Student Community Service. An appropriation of $1,472,000 supports a new program to encourage student participation in community service in return for financial assistance designed to reduce the burden of their student loans. FIPSE funds support the administrative costs associated with setting up these programs on campuses.

2. FIPSE Lectures Program. FIPSE inaugurated a new annual Lectures Program to support lectures on significant issues in postsecondary education at conferences or conventions or in established lectures series. Through this new program FIPSE wishes to stimulate thinking and discussion, to disseminate new ideas and practices, and to engender a sense of community among education reformers.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Table 1 shows seven thematic areas in which there has been growth in new grant awards (Comprehensive Program) in recent years. Projects within these areas now form a major part of the FIPSE portfolio of grants and completed projects. (Figures refer to the percentage of new FY 1987 grants reflecting these thematic focuses. Because some grants reflect several areas, the total does not equal 100 percent.)

Table 1

CURRENT ISSUES REFLECTED IN THE PERCENTAGE OF
NEW GRANTS AWARDED IN FIPSE'S FY 1987 COMPREHENSIVE PROGRAM

Issue	Percentage
Assessment	8
Economic growth	4
Improvements in undergraduate education	27
Integration of liberal arts	11
Making access meaningful	11
Reform in graduate and professional education	12
Teacher education	26

Note: Themes singled out are illustrative. They do not include all issues or problems addressed by FIPSE projects.

The 36 projects funded under Innovative Projects for Student Community Service proposed a variety of community service activities and a number of financial assistance mechanisms. The financial assistance--which took the forms of debt forgiveness, tuition remission, scholarships, stipends, and wages--came from institutional resources, private businesses, local government, and Federal college Work-Study funds.

Two Lecture Program competitions were held in FY 1987; seven new awards were made.

Program Administration

In FY 1987, FIPSE's Comprehensive Program awarded 188 grants totaling $12,086,941. Of these, 78 were new grants, 99 were second- and third-year continuations of grants begun in 1985 and 1986, and 7 were Final Year Dissemination grants.

Seventy-five percent of all grants were made to individual institutions of higher education, while the remaining 25 percent of the awards were received by consortia of institutions, State agencies, professional associations, and other types of organizations involved in learning beyond grades K-12.

Outcomes

A study completed in 1983 focused on the institutionalization and adoption of the Comprehensive Grant program (IV.2). The study used two criteria: the current rate of project institutionalization, and the current extent to which FIPSE supported projects influence others. Specific results of the study are as follows:

- o Eighty-eight percent of the projects that had been completed for at least 2 years still existed, and 81 percent had become institutionalized by providing the same level of service or activity as they did when they were FIPSE grant recipients.
- o FIPSE projects influenced a large number of other people and organizations.
- o About 60 percent of the influenced parties were within the same region as the grantee, thus the cross-fertilization of ideas among regions was somewhat weak.
- o The cross-fertilization of ideas among institutional types is even weaker than it is among regions.

IV. SOURCES OF INFORMATION

1. Program files.
2. Evaluation of the Fund for the Improvement of Postsecondary Education (Washington, DC; Pelavin Associates, 1983).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sandra L. Newkirk, (202) 245-8100

Program Studies : Jay Noell, (202) 732-3682

TRAINING PROGRAM FOR SPECIAL PROGRAMS
STAFF AND LEADERSHIP PERSONNEL
(CFDA No. 84.103)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 417A and 417F, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1071d) (expires September 30, 1991).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1978	$2,000,000	1984	$ 960,000
1980	2,000,000	1985	1,302,975
1981	1,000,000	1986	957,000
1982	960,000	1987	1,006,000
1983	960,000		

Purpose: To provide training for local project leaders and staff employed in, or preparing for employment in, Special Services, Upward Bound, Talent Search, and Educational Opportunity Centers programs. The training grants are designed to improve the participants' skills in leadership, management, academic instruction, and counseling.

II. FY 1987 DEPARTMENTAL INITIATIVES

- o To improve the retention of project participants;
- o To train student support personnel in recent developments in educating learning-disabled students;
- o To train project directors in techniques of planning and implementing formative and summative program evaluations; and
- o To train project directors in improving the impact of their projects and maximizing the use of their resources.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1987, $1,008,000 was awarded to 10 institutions and nonprofit organizations. Funding at this level will train about 1,481 participants.

The Training Program supports short-term training institutes, workshops, and inservice training programs to improve the skills of staff and leaders. More than 4,500 staff persons have participated in the program over a 4-years period.

Table 1

DISTRIBUTION OF AWARDS, FISCAL YEARS 1984-1987

	1984	1985	1986	1987
Number of projects	10	15	7	10
Average award	$96,000	$86,865	$95,700	$100,600
Number of participants (est.)	1,019	1,496	1,363	1,481
Average Federal cost per participant	$942	$871	$702	$679
Budget authority	$960,000	$1,302,975	$957,000	$1,008,000

Source: See IV.1.

Services

The ten funded projects will provide training to an estimated 1,481 staff members of the Special Programs for Disadvantaged Students Programs. Training topics include student retention, servicies to learning disabled students, evaluation of program impact, maximizing the use of institutional and local service agencies' resources, and project management. Training is provided through short-term workshops and usually includes manuals and other written materials that the trainees retain for future reference and use in training other project staff members.

Outcomes

o The Department conducted competition for new awards in FY 1987. A total of ten one-year awards were made for the period of 1987-88.

o The Department is in the process of amending the regulations for the Training Program to implement changes made in the Higher Education Amendments of 1986 and to improve the administration of the program.

o The Department is in the process of modifying the Training Program performance report to improve data collection on program impact.

- Training is being provided to an estimated 1,481 Special Programs staff members through workshops on student retention, evaluation, services to learning disabled students, management, and maximizing use of available resources.

Improvement Strategies

Strategies to improve the Training Program include:

- Revising the program regulations to improve program administration.
- Revising the performance report to improve data collection.
- Establishing a data base on the number, location, and type of staff, i.e., director, counselor, instructor, being trained under the program.

IV SOURCE OF INFORMATION

1. Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operation: Jowava M. Leggett, (202) 732-4804

Program Studies : Jay Noell, (202) 732-3682

INSTITUTIONAL AID PROGRAMS
(CFDA No. 84.031)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title III, P.L. 89-329, as amended by P.L. 96-374, P.L. 98-95, P.L. 98-312 (Section 1), P.L. 98-139, P.L. 98-619, and P.L. 99-498 (20 U.S.C. 1051-1069f) (expires September 30, 1991).

Purpose: To help institutions of higher education that have limited financial resources and that serve significant percentages of low-income and minority students (including historically black colleges and universities) to improve their academic programs, institutional management, fiscal operations, student services, long-range planning, and ability to build endowments in order for these institutions to become financially self-sufficient and to continue to provide equal educational opportunities.

Funding History[1]

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$ 5,000,000	1983	$134,416,000
1970	30,000,000	1984	134,416,000
1975	110,000,000	1985	141,208,000
1980	110,000,000	1986	135,136,000
1981	120,000,000	1987	147,208,000
1982	134,416,000		

1. The 1986 Higher Education Amendments created a new program for historically black colleges and universities. Beginning this year, there is a separate chapter (chapter 528 of the Annual Evaluation Report--AER) for the black college program (Title III, Part B) and the black graduate school program (Title III, Section-326). The appropriation, however, reflects all of Title III.

II. FY 1987 DEPARTMENTAL INITIATIVES

To support the President's executive order to provide federal assistance to historically black colleges and universities.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Program Administration

The Institutional Aid Programs consist of five components:

1. The Strengthening Institutions Program (Part A Section 311) provides 3-year renewable grants and 4- or 5-year grants to eligible institutions, which may be renewed only after a 4- or 5-year wait. Funds may be used for faculty development, administrative management, development and improvement of academic programs, acquisition of equipment for use in strengthening funds management and academic programs, and joint use of facilities such as libraries and laboratories and student services. When the appropriation equals or exceeds the FY 1986 level ($60 million), a minimum of $51.4 million must be available for 2-year institutions, and 25 percent of the funds above the FY 1986 level must be allocated to eligible institutions with the highest percentage of minority students. To qualify for this set-aside as a minority institution, a school must have an enrollment that is 20 percent Mexican-American, Puerto Rican, Cuban, or other Hispanic; or 60 percent American Indian; or 5 percent Alaskan native; or 5 percent native Hawaiian, American Samoan, Micronesian, Guamian, or Northern Marianian.

2. The Strengthening Historically Black Colleges and Universities Program (Part B, Section 321), see chapter 528 of AER.

3. The Strengthening Historically Black Graduate Institutions Program (Part B, Section 326), see chapter 528 of AER.

4. The Challenge Grant Program (Part C, Section 331) is not currently funded for new awards. Multiyear awards made prior to FY 1983 end in FY 1987.

5. The Endowment Challenge Grant Program (also Part C) provides eligible institutions with Federal grants that match institutionally raised endowment funds.

Table 1

OBLIGATIONS BY PROGRAM, FISCAL YEARS 1986 and 1987

Descriptive Measures	Number of Awards		Number of New Awards		Amount of Average Award		Federal Cost	
	1986	1987	1986	1987	1986	1987	1986	1987
Part A:1/ Strengthening Institutions								
Planning grants	16	13	16	13	$ 23,517	$ 23,862	$ 376,278	$ 310,205
Developmental grants2/	450	334	106	110	240,082	225,003	108,037,010	75,151,004
Total	466	347	122	123	232,647	217,467	108,413,288	75,461,209
Part B:								
Formula grants3/	--	103	--	103	--	502,340	--	51,740,905
Part C:								
Challenge grants	15	1	--	--	$297,464	214,015	4,461,955	214,015
Endowment grants4/	74	36	36	36	300,135	541,710	22,210,000	19,920,016
Total	89	37	36	36	299,685	532,853	26,671,955	20,134,031

Source: Program files.

1. In 1986, Part B was called Special Needs and was similar to Part A. The 1986 data combine Parts A and B.
2. Developmental grants include both renewable and nonrenewable grants.
3. Part B is a new formula grant program for historically black colleges initiated in FY 1987.
4. FY 1987 endowment funds are estimates based on current commitments; FY 1987 commitments included $135,016 in repayments and reimbursements from prior years.

Table 2

INSTITUTIONAL AID PROGRAM OBLIGATIONS BY INSTITUTIONAL RACIAL/ETHNIC IDENTIFICATION, LEVEL OF OFFERING, AND CONTROL, FISCAL YEARS 1986 and 1987

Institutional Racial/Ethnic Identification	FY 1986[1]		Percentage of Total Dollars	FY 1987[2]		Percentage of Total Dollars
	Number of Awards	Obligations		Number of Awards	Obligations	
Historically black	124	$45,556,000	33.7	117	$57,876,000	39.3
Predominantly black	22	4,891,000	3.6	16	4,031,000	2.7
White	359	72,664,000	53.8	306	69,97[illegible],000	47.5
American Indian	7	2,252,000	1.7	10	1,777,000	1.2
Asians/Pacific Islanders	9	2,543,000	1.9	7	3,040,000	2.1
Hispanic	34	7,179,000	5.3	31	10,641,000	7.2
Total	555	$135,085,000	100.0	487	$147,336,000	100.0
Level of Offering and Control						
4-Year Private	164	$ 46,633,000	34.5	115	$41,482,000	28.2
4-Year Public	113	35,078,000	26.0	99	34,587,000	23.5
2-Year Private	27	4,617,000	3.4	22	5,602,000	3.8
2-Year Public	251	48,757,000	36.1	246	60,664,000	41.2
Graduate	--	--	--	5	5,000,000	3.4
Total	555	$135,085,000	100.0	487	$147,336,000	100.0

Source: Program files.

1. Includes all Parts of Title III.
2. Includes all Parts. Estimates were made for Part C based on current endowment commitments.

The Higher Education Amendments of 1986, implemented in FY 1987, resulted in a number of program changes, which with changes in appropriated funding levels, have shifted the emphasis in the Title III programs. Part B of Title III was restructured into a formula grant program for historically black colleges and support for the historically black colleges rose from $46 million to $58 million. Provisions governing the minority set-aside have changed, and funding for Hispanic colleges increased but funding for other minority colleges decreased. The new set-aside for 2-year colleges has increased the total funds awarded to 2-year colleges, especially to two-year public colleges. Although total funding for Title III increased, funds available for discretionary grants (Part A) and endowment grants (Part C) decreased.

Improvement Strategies

o New regulations were developed in time to affect programs begining in FY 1987.

o Technical assistance workshops were held to improve proposals and projects.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joan DeSantis, (202) 732-3312

Program Studies : Jay Noell, (202) 732-3682

MINORITY SCIENCE IMPROVEMENT PROGRAM (MSIP)
(CFDA No. 84.120)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title X, Part B, Subpart 1, Sections 1021-1024, as amended by P.L. 99-498 (20 U.S.C. 1135b-1135B-3) (expires September 30, 1991).

Purposes: To help minority institutions improve the quality of their science education programs and better prepare their students for graduate work or careers in science; to improve the access of undergraduate minority students to careers in the sciences and technology; to improve access for precollege minority students to careers in science and engineering through community outreach programs conducted by eligible minority colleges and universities; and to improve the capability of minority institutions for self-assessment, management, and evaluation of their science programs and dissemination of their results.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1972	$5,000,000	1983	$4,800,000
1975	5,000,000	1984	4,800,000
1980	5,000,000	1985	5,000,000
1981	5,000,000	1986	4,785,000
1982	4,800,000	1987	5,000,000

Eligibility

Private and public, accredited, 2-year and 4-year institutions of higher education are eligible if their enrollments are predominantly (50 percent or more) American Indian, Alaskan native, black (not of Hispanic origin), Hispanic, Pacific Islander, or any combination of these or other disadvantaged ethnic minorities who are underrepresented in science and engineering. Proposals may also be submitted by nonprofit, science-oriented organizations; professional scientific societies; and all nonprofit, accredited colleges and universities that will provide a needed service to a group of eligible institutions for the Minority Science Improvement Program (MSIP) or provide inservice training for project directors, scientists, or engineers from eligible minority institutions.

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Table 1 indicates that 188 minority institutions out of 265 eligible (approximately 71 percent) participated in the program through FY 1987.

Table 1

MINORITY SCIENCE IMPROVEMENT PROGRAM
INSTITUTIONAL PARTICIPATION, FISCAL YEARS 1972-1987

Predominant Minority Group	Number Eligible[1]	Number of Awards[2]	Number of Institutions Receiving Awards[2]
Alaskan native	4	2	1
American Indian	25	32	23
Black	160	257	116
Mexican-American	16	24	10
Puerto Rican	25	48	20
Micronesian	3	4	2
Combination/other	32	43	16
Total	265	410	188

Source: Program files.

1. Does not include 34 institutions that lack accreditation or have uncertain eligibility or accreditation.

2. Some institutions have received more than one award.

Program Administration

Almost 60 percent of the funds were expended for institutional grants. Awards totaled to 37 in FY 1986 and 38 in FY 1987, as table 2 shows.

Table 2

DISTRIBUTION OF FUNDS UNDER THE MINORITY SCIENCE IMPROVEMENT PROGRAM
FISCAL YEARS 1986 and 1987

Type of Award	Maximum Size (and Duration)	1986		1987	
		Amount	Number	Amount	Number
Institutional	$300,000 (3 years)	$2,808,808	14	$2,942,327	13
Cooperative	500,000 (3 years)	1,162,995	3	1,074,537	3
Design	20,000 (1 year)	35,858	2	32,685	2
Special	150,000 (2 years)	776,832	18	949,987	20
Total		$4,784,493	37	$4,999,536	38

Source: See IV.

Outcomes

A study conducted in 1982 (IV) visited 10 participating institutions. Study staff found that the MSIP effort has been of considerable value in improving the quality of the science departments in most of the institutions. In particular, the program increased the number and quality of faculty, increased the percentage of students majoring in science, and enhanced the research capabilities of those science departments. However, the science education outcomes were not uniform. Instruction was improved when it included acquisition of permanent laboratory equipment. Faculty retention was most likely to be enhanced by improving the institutions' programs as a whole rather than by faculty development, which was more likely to help the faculty find other positions.

Improvement Strategies

Cooperation increased with other programs within the Federal Government and private sector to improve the academic preparation of minorities in science, mathematics, and engineering.

IV. SOURCES OF INFORMATION

The Minority Institutions Science Improvement Program, Ten Case Study Assessments (Arlington, VA: ESR Research Associates, January 5, 1983).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Argelia Velez-Rodriquez, (202) 732-4396

Program Studies : Jay Noell, (202) 732-3682

LAW SCHOOL CLINICAL EXPERIENCE PROGRAM
(CFDA No. 84.097)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part F sections 961-62, as amended by P.L. 99-498 (20 U.S.C. 1134s-1134t) (expires September 30, 1991).

Purpose: To establish or expand programs in accredited law schools that provide clinical experience in the practice of law, with preference given to programs providing experience in the preparation and trial of actual cases, including both administrative cases and out-of-court settlements.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1978	$1,000,000	1984	$1,000,000
1980	4,000,000	1985	1,500,000
1981	3,000,000	1986	1,435,000
1982	960,000	1987	1,500,000
1983	605,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Griffith, (202) 732-4389

Program Studies : Jay Noell, (202) 732-3682

LEGAL TRAINING FOR THE DISADVANTAGED
(CFDA No. 84.136)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part E, section 951 as amended by P.L. 99-498 (20 U.S.C. 1134r) (expires September 30, 1991).

Purpose: To help disadvantaged persons to study law and enter the legal profession.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$ 750,000	1983	$ 1,000,000
1975	750,000	1984	1,000,000
1980	1,000,000	1985	1,500,000
1981	1,000,000	1986	1,435,000
1982	960,000	1987	1,500,000

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

In the past 19 years, the Council on Legal Education Opportunity (CLEO) of the American Bar Association has helped 4,595 students from disadvantaged backgrounds gain admission to law schools. As of June 1986, 2,700 CLEO students had successfully completed law school (see IV).

In fiscal years 1986 and 1987, annual stipends of $1,750 were provided to first-year law students and of $1,600 to second- and third-year law students who have successfully completed the summer institutes and were enrolled in a law school accredited by the American Bar Association. There awards and expenses for CLEO students in fiscal years 1986 and 1987 are summarized in the table:

Table 1

SUMMARY OF AWARDS AND EXPENSES FOR CLEO STUDENTS,
FISCAL YEARS 1985 - 1987

	1986 (est.)		1987 (est.)	
	Amount	Number of Students	Amount	Number of Students
New awards	$ 652,160	320	$ 668,500	328
Continuation awards	367,500	210	367,500	210
Awards to summer institutes	210,000	200	210,000	200
Administrative costs	205,340	--	254,000	--
Total	$1,435,000	730	$1,500,000	738

Source: Program files.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Griffith, (202) 732-4389

Program Studies : Jay Noell, (202) 732-3682

PATRICIA ROBERTS HARRIS GRADUATE FELLOWSHIPS
(CFDA No. 84.094)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part B, as amended by P.L. 99-498 (20 U.S.C. 1134d-1134g) (expires September 30, 1991).

Purpose: To assist graduate and professional students who demonstrate financial need. Fellowships may be awarded to support students in two categories: (1) Graduate and Professional Opportunity Fellowships are awarded to individuals from groups who are underrepresented in graduate or professional study; (2) Public Service Education Fellowships are awarded to persons who plan to begin or continue a career in public service.

Funding History

Fiscal Year	Appropriation
1981	$11,000,000
1982	10,560,000
1983	11,920,000
1984	13,500,000
1985	14,250,000
1986	13,638,000
1987	14,250,000

The Patricia Roberts Harris Fellowships were formerly known as the Fellowships for Graduate and Professional Study.

II. FY 1987 DEPARTMENTAL INITIATIVES

Fellowships under both programs were increased in FY 1987. Student stipends were raised from $4,500 to a maximum $6,900, and institutional allowances increased from $3,900 to a maximum $6,000.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Graduate fellowships	FY 1987
Number of fellowships	911
New	87
Continuation	824
Average fellowship	$12,898
Number of grant awards	147
Average Federal cost per participating institution	$79,932
Budget authority	$11,750,000

Public Service Fellowships	FY 1987
Number of fellowships	250
New	144
Continuation	106
Average fellowship	$10,000
Number of grant awards	63
Average Federal cost per participating institution	$39,683
Budget authority	$2,500,000

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Griffith, (202) 732-4389

Program Studies: Jay Noell, (202) 732-3682

FULBRIGHT-HAYS TRAINING GRANTS PROGRAM
(CFDA Nos. 84.019, 84.020, 84.021, 84.022)

I. PROGRAM PROFILE

Legislation: Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act), Section 102(b)(6), P.L. 87-256 (22 U.S.C. 2452 (b-6) and Agricultural Trade Development and Assistance Act of 1954, Sections 104(b)(2) and (3), P.L. 83-480 (7 U.S.C. 1691) (no expiration date).

Purpose: This program provides support for faculty research abroad, group projects abroad, doctoral dissertation research abroad, and special bilateral projects.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$3,000,000	1983	$5,000,000
1970	2,430,000	1984	5,500,000
1975	2,700,000	1985	5,500,000
1980	3,000,000	1986	5,263,000
1981	6,200,000	1987	5,500,000
1982	4,800,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

Owing to lack of demand by school districts and higher education institutions, the Foreign Curriculum Consultants program was terminated administratively in FY 1987. Funds formerly used for this purpose were allocated to the other purposes shown above.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting	FY 1987 (est.)
Group Projects Abroad	
Number of projects	37
Number of participants	1,148
Average award	$89,120
Budget authority	$2,111,000 (and 4,450,000 rupees)
Faculty Research Abroad	
Number of fellowships	24
Average award	$30,986
Budget authority	$712,677 (and 553,527 rupees)

Doctoral Dissertation Research Abroad

Number of fellowships	100	
Average award	$17,417	
Budget authority	$1,550,105	(and 1,268,980 rupees)

Special Bilateral Projects

Number of projects	12	
Average award	$91,872	
Budget authority	$1,102,468	(and 1,037,025 rupees)

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Peter W. Schramm, (202) 732-3283

Program Studies : Jay Noell, (202) 732-3682.

FOREIGN LANGUAGE TRAINING AND AREA STUDIES
(CFDA Nos. 84.015, 84.016, 84.017, 84.153)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VI, as amended by P.L. 99-498 (20 U.S.C. 1121 et seq.) (expires September 30, 1991).

Purpose: This program supports undergraduate and graduate international and foreign-language studies, including national resource centers in these areas and graduate fellowships, as well as research and joint business and international education programs.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$15,800,000	1983	$21,000,000
1970	13,002,000	1984	25,800,000
1975	11,300,000	1985	26,500,000
1980	17,000,000	1986	25,408,000
1981	19,800,000	1987	27,550,000
1982	19,200,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

National Resource Centers	FY 1987
Number of centers	93
Average award	$130,855
Budget authority	$12,169,559

Foreign Language & Area Studies (FLAS) Fellowships	
Number of academic year fellowships	650
Average award	$10,076
Number of summer awards (est.)	300
Average summer award	$3,335
Budget authority	$7,550,000

Undergraduate Studies	
Number of programs	61
New	31
Continuation	30
Average award	$47,981
Budget authority	$2,926,860

International Research & Studies

Number of projects	25
New (including small-business contract)	15
Continuation	10
Average award	$65,000
Budget authority	$1,673,500

Business & International Education

Number of projects	36
Average award	$61,947
Budget authority	$2,230,080
Bologna Center of the School of Advanced International Studies of Johns Hopkins University	$1,000,000

Outcomes

An evaluation completed in 1983 (IV. 2), analyzed supply and demand trends for foreign language and area studies (FLAS) graduates, and assessed the relationships between employment and program-supported training. The principal findings of this study are as follows:

- The FLAS program has played an important role in a training process that has attracted a broad base of competent and highly motivated students.

- Most FLAS recipients between 1962 and 1979 majored in history or the humanities, with a smaller number in the social sciences and even fewer in professional disciplines.

- The vast majority (over 75 percent) of FLAS Ph.D.s are currently teaching in colleges and universities, but the proportion has steadily decreased over cohorts. More than twice as many Ph.D.s in the 1977-79 cohort hold nonacademic jobs as do those who earned their doctorates in the 1967-70 cohort (28.6 percent versus 13.7 percent).

- For FLAS fellowship recipients who attained the Ph.D., unemployment (or holding only a part-time job) doubled from the 1967-70 cohort to the 1977-79 cohort.

IV. SOURCES OF INFORMATION

1. Program files.
2. Federal Support for Training for Language and Area Specialists: The Education and Careers of FLAS Fellowships Recipients (Santa Monica: Rand Corporation, 1983).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Peter W. Schramm, (202) 732-3283
Program Studies:	Jay Noell, (202) 732-3682

COOPERATIVE EDUCATION
(CFDA No. 84.055)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VIII, as amended by P.L. 99-498 (20 U.S.C. 1133-1133b) (expires September 30, 1991).

Purpose: To provide Federal support for (1) the planning, establishment, operation, and expansion of cooperative education projects in higher education institutions; (2) projects demonstrating or determining the feasibility and value of innovative methods of cooperative education; (3) projects training persons to conduct cooperative education programs; and (4) research into methods of improving, developing, or evaluating cooperative education programs in institutions of higher education. Cooperative education programs have alternating or parallel periods of academic study and employment related to the student's academic program or professional goals.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 1,540,000	1983	$14,400,000
1975	10,750,000	1984	14,400,000
1980	15,000,000	1985	14,400,000
1981	23,000,000	1986	13,781,000
1982	14,400,000	1987	14,400,000
		1988	13,787,000

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1987, the following activities were funded:

- Five new and one continuation demonstration grants were awarded.
- A total of 119 new administration awards were made, along with 44 continuation awards.
- Two new and eight continuation training grants were awarded.

In FY 1987, 407 eligible applications were submitted, requesting a total of $57,300,747; less than half of the applicants (179) received awards from the $13,787,000 appropriation. Of these, 163 were administration grants, totaling $12,706,888; 6 were demonstration grants, totaling $613,973; and 10 were training grants, totaling $1,075,621. Grants totaling $3,666,382 were awarded to 52 private institutions of higher education; $10,403,194 were awarded to 124 public institutions; and grants, totaling $326,906, were awarded to 3 nonprofit organizations (see table 1).

Table 1 shows that although total funding and the number of institutions receiving funding remained almost constant between FY 1985 and FY 1987, the distribution of grants reflected minor changes. In particular, 4-year public institutions, which had received 30 percent of the grant monies in FY 1985, obtained 37 percent in 1987. The amount of grant funds to 4-year private institutions went down from 31 percent in 1985 to 25 percent in 1987.

Table 1

DISTRIBUTION OF AWARDS FOR COOPERATIVE EDUCATION PROGRAM,
BY TYPE AND CONTROL
Fiscal Years 1985-1987

	1985			1986			1987(est.)		
Type and Control	No.	Amount (000s)	%	No.	Amount (000s)	%	No.	Amount (000s)	%
Public									
2-year	64	$5,094	35	67	$5,542	41	64	5,014	35
4-year	55	4,280	30	43	4,598	26	60	5,389	37
Private									
2-year	5	244	2	1	48	1	2	115	1
4-year	52	4,431	31	51	3,384	31	50	3,551	25
Public and private organizations	2	311	2	2	200	1	3	327	2
Total	178	$14,360	100%	164	13.772	100%	179	14,396	100

Source: Program files.

Table 2 shows that the average size of awards for 4-year public institutions increased from $77,818 in FY 1985 to $89,826 in FY 1987, and for 4-year private institutions decreased from $85,211 to $71,017.

Table 2

AVERAGE AWARDS FOR THE COOPERATIVE EDUCATION PROGRAM, BY TYPE OF INSTITUTION, Fiscal Years 1985-1987

Type and Control	1985	1986(est.)	1987(est.)
Public			
2-year	$79,594	$ 82,271	$77,338
4-year	77,818	106,925	89,826
Private			
2-year	48,800	48,000	57,778
4-year	85,211	66,357	71,017

Average awards to institutions classified by race and ethnicity also changed over the 3-year period (Tables 3 and 4), but no pattern of change is apparent.

Table 3

DISTRIBUTION OF AWARDS FOR COOPERATIVE EDUCATION PROGRAM, BY RACE/ETHNICITY
Fiscal Years 1985-1987

	1985			1986			1987 (est.)		
Race/Ethnicity	No.	Amount	%	No.	Amount	%	No.	Amount	%
Historically black	5	$357,000	3	6	723,000	5	7	575,000	4
Predominantly black	6	464,000	3	4	363,000	3	5	562,000	4
American Indian	1	130,000	1	1	40,000	0	2	93,000	1
Asian/Pacific Islander	0	0	0	2	87,000	1	1	50,000	0
Hispanic	1	64,000	1	1	42,000	0	1	31,000	0
White	164	13,345,000	92	150	12,517,000	91	163	13,085,000	91
Total	177	$14,360,000	100%	164	$13,772,000	100%	179	$14,396,000	100

Source: Program files.

Table 4

AVERAGE AWARDS FOR COOPERATIVE EDUCATION PROGRAMS TO SELECTED INSTITUTIONS SERVING MINORITY STUDENTS, Fiscal Years 1984-1986

	1985	1986	1987(est.)
Historically black	$71,400	$120,511	82,197
Predominantly black	73,333	90,855	112,444
American Indian	65,000	39,971	46,495
Asian or Pacific Islander	64,800	43,400	49,896
Hispanic	64,000	41,600	31,300

Source: Program files.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Development: Elizabeth Slany, (202) 732-4861

Program Operations : Stanley B. Patterson, (202) 732-4393

Program Studies : Jay Noell, (202) 732-3682

COLLEGE FACILITIES LOAN PROGRAM
(CFDA No. 84.142)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VII, Part F, as amended by P.L. 99-498 (20 U.S.C. 1132g) (expires September 30, 1991).

Purpose: To provide assistance for student and faculty housing and related facilities through direct loans in support of new construction or acquisition and rehabilitation of existing housing facilities; and for renovation of undergraduate academic facilities.

The College Facilities Loan Program assists institutions of higher education and eligible college housing agencies with direct, low-interest construction loans. Loan capital is made available through a revolving fund financed with U.S. Treasury borrowings and proceeds from the sale of public securities (investor participations in the existing college housing loan portfolio) marketed through the Government National Mortgage Association (GNMA).

Funding History

Fiscal Year	Appropriation
1973	$12,395,000
1975	14,758,000
1980	13,645,000
1981-87	0

II. FY 1987 DEPARTMENTAL INITIATIVES

For FY 1987, the Department awarded $60 million in new loan commitments in support of 11 housing construction projects and 14 projects for renovation of older undergraduate academic facilities. The Department used engineers under an interagency agreement with HHS to review and monitor projects to ensure project feasibility and compliance with architectural, engineering, and other building design requirements.

The Department of Education improved its credit management in the following ways:

- o By continuing to take steps to ensure the financial soundness of new loans, using such resources as delinquency listings, financial status reports, and regulatory provisions;

- o By completing an inventory of all closed projects to ensure prompt and proper billing by the Federal Reserve Bank, canceling inactive loans, and enforcing the policy requiring institutions to begin construction within 18 months of loan reservation;

- o By continuing a procedure to ensure prompt delivery of notes and bonds to the Federal Reserve Bank; and

- o By conducting more in-depth credit reviews with special conditions when necessary for loan agreements.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Department has exceeded the regulatory 10 percent set-aside for historically black colleges and universities each year that it has administered this program.

In each of fiscal years 1984 and 1985, $40 million was made available for new loans; in FY 1986 $57.4 million was committed; and in FY 1987 $60 million was committed.

Table 1 shows the distribution of loans for these years by purpose and amount. Loans are financed from the program's revolving fund and require no appropriation of capital.

Table 1

LOAN COMMITMENTS, FISCAL YEARS 1984 - 1987

Type of Award	Year of Commitment							
	1984		1985		1986		1987	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Housing construction	11	$30,000,000	10	$30,413,000	14	$43,791,000	11	$29,000,000
Energy conservation	18	10,000,000	16	9,587,000	21	$13,629,000	14[1]	$31,000,000
Total	29	$40,000,000	26	$40,000,000	NA	$57,420,000	25	$60,000,000

Source: Program files.

[1] Academic Facilities Renovation Loans. In FY 1987, no loans were made for energy conservation. Because of a change in the authorizing legislation enacted in the Higher Education Amendments of 1986, loans are now made for the construction, reconstruction, and renovation of undergraduate academic facilities as well as for college housing.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Charles Griffith, (202) 732-4389
Program Studies:	Jay Noell, (202) 732-3682

ANNUAL INTEREST SUBSIDY GRANTS
(CFDA No. 84.001)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VII, Part D, Section 741, as amended by P.L. 99-498 (20 U.S.C. 1132d-3) (expires September 30, 1991).

Purpose: To reduce the cost of private financing for construction, reconstruction, and renovation of academic facilities by paying annual interest subsidy grants over the life of loans obtained from commercial lenders. Program appropriations are requested in the amount needed to pay these subsidies, which are intended to bring down the interest rate on loans to educational institutions to 3 or 4 percent.

Institutions of higher education and agencies empowered by a State to issue bonds on behalf of private institutions of higher education are eligible.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 3,920,000	1983	$25,000,000
1970	11,750,000	1984	24,500,000
1975	0	1985	18,775,000
1980	29,000,000	1986	22,490,000
1981	26,000,000	1987	23,138,324
1982	25,500,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

From fiscal years 1970 through 1973, 711 privately secured loans valued at about $1.4 billion in principal amount were approved for Federal interest subsidies. The subsidy payments totaled about $315 million through FY 1986. At the end of that year, 612 of these loans remained in active status, dropping to 605 in FY 1987, as table 1 shows. Outstanding loan volume under subsidy, as well as the average interest subsidy grant, will decline slightly between fiscal years 1986 and 1988.

Table 1

IMPACT DATA ON ANNUAL INTEREST SUBSIDY GRANTS
ESTIMATED FOR FISCAL YEARS 1986 - 1988

	1986	1987	1988
Total number of loans approved for subsidy, active, and in-pay status	612	605	591
Total number of loans paid off, withdrawn, or otherwise terminated during year	7	14	15
Average amount of interest subsidy grant	$38,500	$38,479	$38,584
Total outstanding volume of loans for which interest subsidies are paid	$1,150,000,000	$1,117,000,000	$1,082,000,000

Source: Program files.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Griffith, (202) 732-4389

Program Studies: Jay Noell, (202) 732-3682

LOANS FOR CONSTRUCTION, RECONSTRUCTION, AND RENOVATION OF ACADEMIC FACILITIES
(CFDA No. 13.594)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VII, Part C, as amended (20 U.S.C. 1132d et seq.) (expires September 30, 1991).

Purpose: To assist institutions of higher education in constructing academic facilities and carrying out similar and related activities, the Secretary is authorized to make low-interest loans. Institutions of higher education and agencies empowered by a State to issue bonds on behalf of private institutions of higher education are eligible for loans.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1965	$169,240,000	1983	$20,143,000
1970	2,918,000	1984	19,846,000
1975	2,701,000	1985	14,094,000
1980	2,189,000	1986	17,991,000
1981	1,656,000	1987	NA
1982	11,096,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Program Administration

The Department of Education awards loans subject to the following stipulations:

- Not less than 20 percent of the development cost of the facility must be financed from non-Federal sources (this requirement may be waived for schools qualified as developing institutions under HEA Title III).
- The applicant must have been unable to secure a loan of this size from other sources on terms and conditions as favorable as the terms and conditions applicable to loans under this program.

- Construction must be undertaken economically.

- In the case of a project to construct an infirmary or other facility designed to provide primarily outpatient care to students and institutional personnel, no financial assistance will be provided under Title VII, Part F, of the act.

- The loan must be repaid within 50 years.

- The applicant must pay an interest rate of 4 percent. Under the Education Amendments of 1986, the interest rate was raised to 5.5 percent for any new loans that may be made, unless circumstances described in Section 731(b)(1) of the law allow a lower rate to be applied.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Griffith, (202) 732-4389

Program Studies : Jay Noell, (202) 732-3682

JACOB K. JAVITS FELLOWS PROGRAM
(CFDA No. 84.170)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part C, sections 931-34, as amended by P.L. 99-498 (20 U.S.C. 1134h-1134k) (expires September 30, 1991).

Purpose: To assist graduate students pursuing doctoral degrees in selected fields in the arts, humanities, and social sciences. Fellowships are awarded on the basis of merit. A fellow receives a stipend calculated on the basis of financial need, and a payment for tuition is made to the fellow's institution of higher education. Fellowships are distributed among currently entering graduate students, currently enrolled graduate students, and students at the dissertation level.

Funding History

Fiscal Year	Appropriation
1985	$ 2,500,000
1986	$ 2,393,000
1987	$ 4,300,000

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Jacob K. Javits Fellows Program, to date, has awarded 296 fellowships at an average of $14,450 to graduate students in the arts, humanities, and social sciences. The maximum award is $10,000 for stipend and $6,000 for tuition. Participating institutions accept the $6,000 as payment in full for tuition. However, because the program is need-based, the average award is less than the maximum amount of $16,000.

According to the guidelines of the Jacob K. Javits Fellows Program Fellowship Board, the awards are to be distributed as follows:

- At least 20 percent in the arts,
- At least 30 percent in the social sciences,
- A maximum of 50 percent in the humanities.

Among the recipients of awards to date, approximately 60 percent have been men and 40 percent women. Data on distribution by race are not collected.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen Cissell, (202) 732-4415

Program Studies: Jay Noell, (202) 732-3682

PAUL DOUGLAS TEACHER SCHOLARSHIP PROGRAM
(CFDA No. 84.176)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title V, Part D, Subpart 1, as amended by P.L. 99-498 and P.L. 100-50 (20 U.S.C. 1111d to 1111h) (expires September 30, 1991).

Purpose: To encourage and enable outstanding high school graduates to pursue teaching careers at the preschool, elementary school, or secondary school level.

Funding History

Fiscal Year	Appropriation
1986	$ 9,570,000
1987	15,500,000

II. FY 1987 DEPARTMENTAL INITIATIVES

Scholarships awarded under this program, previously known as the Carl D. Perkins Scholarship Program and the Congressional Teacher Scholarship Program, are now referred to as Paul Douglas Teacher Scholarships. This name change was mandated by the Higher Education Technical Amendments of 1987 to honor the memory of the distinguished U.S. Senator from Illinois who served between 1948 and 1966.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

No studies are planned, but the Office of Student Financial Assistance (OSFA) has distributed a performance questionnaire to participating institutions, the responses to which will be used to build a data base. OSFA intends to perform analyses of the program using this new data base.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Neil C. Nelson, (202) 732-4507

Program Studies : Jay Noell, (202) 732-3682

ROBERT C. BYRD HONORS SCHOLARSHIP PROGRAM
(CFDA No. 84.185)

I. PROGRAM PROFILE

Legislation: Title IV, Part A, Subpart 6, of the Higher Education Act (HEA) of 1965, as amended by P.L. 98-558, P.L. 99-145, and P.L. 99-498 (20 U.S.C. 1070d-31 et seq.) (expires September 30, 1991).

Purpose: To promote student excellence and achievement and to recognize exceptionally able students who show promise of continued excellence. The $1,500 scholarships are awarded on the basis of merit for the first year of study at an institution of higher education and are not renewable. Byrd Scholarships were awarded for the first time in the spring of 1987, for study in the 1987-88 academic year.

Funding History

Fiscal Year	Appropriation
1987	$8,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The program began operations in FY 1987.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

To be eligible for a scholarship, the applicant must be a graduate of a public or private secondary school or have the equivalent of a certificate of graduation and must have been admitted for enrollment at an institution of higher education.

Byrd scholar are selected on the basis of demonstrated academic achievement and promise of continued academic achievement. They are also selected without regard to which institutions of higher education they plan to attend.

Program Administration

The Byrd Program is administered by each State education agency, which establishes specific scholar selection criteria in consultation with school boards, teachers, counselors, and parents. All 50 States, the District of Columbia, and Puerto Rico are eligible to participate in the program.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Neil C. Nelson, (202) 732-4507
Program Studies:	Jay Noell, (202) 732-3682

STRENGTHENING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
(CFDA No. 84.031)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title III, Part B as amended by P.L. 99-498 (U.S.C. 1060-1063c) (expires September 30, 1991).

Purpose: This formula grant program for historically black colleges and universities (HBCUs) is to facilitate a decrease in reliance on government financial support and to encourage reliance on endowments and private sources. These funds may be used to establish or strengthen the physical plants, financial management, academic resources, and endowments at HBCUs.

Funding Since 1987

Fiscal Year	Appropriation
1987	$51,741,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The President's executive order 12320 required the Government to increase access by HBCUs to Government programs. This will increase Federal funding to HBCUs.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

An eligible institution is any accredited, legally authorized HBCU that was established prior to 1964 and whose principal mission was the education of black Americans. The appropriation is allotted among HBCUs according to the number of Pell Grant recipients among the students currently enrolled (50 percent), among the graduates (25 percent), and among the graduates who are attending graduate or professional school in degree programs in which blacks are underrepresented (25 percent).

In addition, Section 326 of Title III, Part B, authorizes no more than two 5-year grants to the following five postgraduate institutions: Morehouse School of Medicine, Meharry Medical School, Charles R. Drew Postgraduate Medical School, Atlanta University, and Tuskegee Institute of Veterinary Medicine. Except for Morehouse School of Medicine, which is authorized to receive $3 million, each institution is limited to $500,000 unless the institution agrees to match the grant.

HBCUs' percentage of funds increased from 30 percent in FY 1984 to 34 percent in FY 1986 (see table 1). From FY 1986 to FY 1987, the new Part B program by itself increased obligations to HBCUs by over $5 million. In addition, HBCUs still receive funds from Parts A and C of Title III (see chapter 514 of the AER).

Table 1

OBLIGATIONS AND PERCENT OF TOTAL OBLIGATIONS UNDER PREVIOUS TITLE III AUTHORITY FOR HBCUs, FY 1984-FY 1986

	Obligations	Percentage
FY 1984	$39,746,000	30
FY 1985	45,731,000	33
FY 1986	45,556,000	34

Source: Program files.

In FY 1987, obligations to HBCUs were based on a formula that measures the institution's service provided to students and its success with students. HBCUs serve poor students, and an indicator of that service is the number of Pell recipients attending the HBCU. The HBCUs' success with these students is indicated by the number of students graduating and the number of students who go to graduate school (see table 2). However, these measures are used only after a minimum of $350,000, or the non-competing continuation award from a previous Title III award, is guaranteed.

Table 2

SELECTED DATA SUBMITTED BY HBCUs FOR FY 1987 FORMULA AWARDS, BY TYPE OF INSTITUTION AND CONTROL

	Total	Public	Private	4-Year	2-Year
Number of institutions	98	49	49	82	16
Number of Pell Recipients	105,826	75,473	30,353	95,686	10,140
Number graduating	24,021	17,842	6,179	21,924	2,097
Number going to graduate school	12,942	8,085	4,857	12,854	88
Award	$46,741,000	$25,156,883	$21,584,117	$40,820,619	$5,920,381

Table 3

FURTHER ANALYSIS OF SELECTED DATA SUBMITTED BY HBCUs

	Total	Public 4-Year	Public 2-Year	Private 4-Year	Private 2-Year
Number of institutions	98	39	10	43	6
Number of Pell recipients	105,826	66,734	8,739	28,952	1,401
Number graduating	24,021	16,060	1,782	5,864	315
Number going to graduate school	12,942	8,025	60	4,829	28
Award	\$46,741,000	\$21,336,502	\$3,820,381	\$19,484,117	\$2,100,000

Source: Program files.

Improvement Strategies

The Department of Education is proposing to change the formula for distribution of funds to improve targeting. The Department's proposed formula will include only data that can be verified.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Elwood Bland, (202) 732-3326

Program Studies : Jay Noell, (202) 732-3682

INCOME-CONTINGENT LOAN DEMONSTRATION PROGRAM
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-D, as amended by P.L. 99-498 (20 U.S.C. 1087a-1087e) (expires September 30, 1991).

Purpose: To demonstrate how a student loan program can use an income-contingent repayment plan.

Funding History

Fiscal Year	Authorization	Appropriation
1987	$5,000,000	$5,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987, the Department of Education implemented the demonstration program by publishing final program regulations, selecting 10 institutions to participate, allocating $5 million of appropriated funds on the basis of the relative needs of these institutions, and analyzing preliminary data on the distribution of income-contingent loans (ICLs) by the 10 participating institutions.

These institutions were selected from 31 applicant colleges and universities. The participating schools represent a variety of institutions on the basis of location, size, and institutional type and control. The institutions and their first-year allocations are as follows:

Institution	Award Amount
Abraham Baldwin Agricultural College	$100,000
Brown University	$500,000
Hampton University	$100,000
Loyola University of Chicago	$750,000
Marquette University	$900,000
Metropolitan State College	$314,679
Rochester Institute of Technology	$1,000,000
Rutgers University	$900,000
University of Missouri at Rolla	$335,321
Wheeling College	$100,000

The Department conducted a 2-day conference in June 1987 for participating institutions to explain program regulations, determine initial award procedures, and encourage discussion of anticipated problems and suggested solutions.

After making allocations to the institutions, the Department began administrative support to them and long-term project evaluation. Administrative support includes detailed instructions for the separate accounting treatment of ICLs and distribution of program software that allows student financial aid officers to calculate several alternative repayment schedules for borrowers on the basis of different starting salaries and interest rate assumptions.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1987, only $5 million was made available to undergraduate borrowers as income-contingent loans. (Final regulations were published on August 5, 1987, so the award period covered less than 3 months and is not indicative of expected total awards for FY 1988, which are projected to be $4.3 million.) Table 1 shows preliminary data (as of October 1987) on the distribution of ICLs:

Table 1

INCOME-CONTINGENT LOAN AWARDS THROUGH OCTOBER 1987

No. of ICLs Awarded	Total Amt. of ICL's Awarded	Ave. Amt. of ICL Award	Total Amt. of ICL Funds Remaining
579	$1,289,070	$2,226	$3,710,930

Program Administration

The demonstration program is administered by each of the 10 institutions selected for participation. Income-contingent loans are administered in accordance with regulations set forth is 34 CFR 673, which are similar to regulations for the Perkins Loan Programs.

Outcomes

Because the demonstration program began awarding ICLs in August 1987, it is too early to measure results. However, preliminary data on 579 borrowers indicate that ICLs have been an important source of funds for these needy students in meeting college costs.

Improvement Strategies

The Department has also recommended several legislative amendments to increase the appeal of income-contingent loans and substantially reduce their cost to borrowers. One proposed amendment would reduce the risk premium from 3 percent to 0.5 percent, thus lowering the borrower's annual cost to "T-bill plus one-half percent." Another recommended change would allow institutions to apply their required 10 percent institutional capital "match" to a borrower's in-school interest amount. This would have the effect of reducing the amount of accumulated interest that would otherwise be added to the principal balance of a student's loan.

IV. SOURCES OF INFORMATION

"ICL Demonstration Project Flash Report" (Washington, DC: Pelavin Associates, Oct. 26, 1987).

V. PLANNED STUDIES

Pelavin Associates is conducting formative and long-term evaluations of the ICL Demonstration Program. The formative evaluation will study how the 10 ICL institutions established their projects and disbursed the funds. The long-term longitudinal evaluation will track a sample of borrowers after they have left the institution. Data will be collected and analyzed on the occupational and financial characteristics of this group of borrowers and their relative capacity to repay income-contingent loans.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operation: Frank Willier, (202) 732-3963

Program Studies : Jay Noell, (202) 732-3682

HOWARD UNIVERSITY
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: The Act of March 2, 1867 (codified throughout 20 U.S.C. 120 to 130) (no expiration), Howard University Endowment Act P.L. 98-480 (20 U.S.C. 130aa et. seq.) (expired FY 1987).

Purpose: To aid in the construction, development, improvement, endowment, and maintenance of Howard University.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1879	$ 10,000	1950	$ 4,262,000
1880	10,000	1955	5,082,000
1885	24,500	1960	7,148,000
1890	29,200	1965	13,902,000
1895	29,500	1970	59,964,000
1900	35,100	1975	81,700,000
1905	47,600	1980	121,893,000
1910	104,735	1981	133,983,000
1915	101,000	1982	145,200,000
1920	243,000	1983	145,200,000
1925	591,000	1984	156,200,000
1930	1,249,000	1985	158,230,000
1935	665,241	1986	164,230,000
1940	754,160	1987	170,230,000
1945	1,280,575		

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education proposed technical funding authorization amendments to the Endowment Act.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

In FY 1987, the Department wished to continue supporting the academic program, to continue building the endowment, and to level-fund the hospital. Congress also included funds for research. Table 1 shows appropriations by funding category.

Table 1

APPROPRIATIONS BY FUNDING CATEGORY, Fiscal Years 1984-1987

	1984	1985	1986	1987
Academic program	$132,604,000	$129,124,000	$135,124,000	$141,124,000
Endowment grant	0	2,000,000	2,000,000	2,000,000
Research	0	5,000,000	5,000,000	5,000,000
University hospital	22,106,000	22,106,000	22,106,000	22,106,000
Construction	1,490,000	0	0	0

Source: Program files.

Howard University is required to find matching funds before it can obtain its endowment grant. As of the end of FY 1987, $2,714,000 of endowment funds remained unobligated because Howard University had not raised the required matching funds. The funds are still available in FY 1988 if Howard University can raise the matching funds. The endowment was not reauthorized in FY 1987, so under the endowment authority, endowment funds will not be available in FY 1988.

Academic support increased between FY 1984 and FY 1987. Academic support in FY 1987 was the highest appropriation and appropriation per student for the 4-years from FY 1984 to FY 1987. The Federal appropriation continues to support about 60 percent of Howard University's budget (see table 2).

Table 2

SELECTED STATISTICS FOR HOWARD UNIVERSITY, Fiscal Years 1984-1987

	1984	1985	1986	1987
Total Number of Students	14,140	12,593	13,403	13,757
Academic appropriation per student	$9,378	$10,254	$10,082	$10,258
Percentage of academic support from Federal government	62	57	60	60
Percentage of support for hospital from Federal government	15	15	17	16

Source: Program files.

In FY 1977, an agreement was reached between Howard University and the former Department of Health, Education, and Welfare to hold the hospital funding constant pursuant to the provision of the law transferring Freedom's Hospital to Howard: "It is hereby declared to be the policy of the Congress that, to the extent consistent with good medical teaching practice, the Howard University Hospital facilities shall become progressively more self-supporting." From FY 1984 to FY 1987, the hospital was funded at the same level. This funding, however, continues to account for 16 percent of the hospital's revenue.

IV. SOURCES OF INFORMATION

Budget documents.

V. PLANNED STUDIES

A study is under way to assist in the development of a long-term financial assistance strategy for Howard University.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Claude Kinard, (202) 732-3551

Program Studies : Jay Noell, (202) 732-3682

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

TERRITORIAL TEACHER TRAINING ASSISTANCE PROGRAM
PROJECT GRANTS TO TERRITORIAL JURISDICTIONS
(CFDA No. 84.124)

I. PROGRAM PROFILE

Legislation: Education Amendments of 1978, Title XV, Part C, Section 1525, P.L. 95-561, as reauthorized by the Education Amendments of 1984, P.L. 98-511 (no U.S.C. number) (expires September 30, 1989).

Purpose: To provide assistance for teacher training in schools in Guam, American Samoa, the Northern Mariana Islands, the Trust Territory of the Pacific Islands, and the Virgin Islands, through grants to State education agencies (SEAs) in each territory.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1980	$2,000,000	1984	$1,000,000
1981	1,800,000	1985	2,000,000
1982	960,000	1986	1,913,613
1983	960,000	1987	2,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

Beginning in FY 1987, under the Compact of Free Association, grants are now awarded to three new entities for a total of seven grantees. (The new grantees, formerly constituting the Trust Territory of the Pacific Islands, are Palau, the Federated States of Micronesia, and the Marshall Islands).

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

The Territorial Teacher Training Assistance Program, provides inservice training for elementary and secondary teachers in both public and private schools. Programs include training in basic skills development, specific subject areas, curriculum development, use of instructional materials and equipment, classroom management, and training for teachers to achieve full certification under the territorial requirements.

Outcomes

In American Samoa, a total of 185 teachers were involved in the program, including 90 teachers enrolled in on-island classes during the school year and 26 enrolled in the summer session at the University of Hawaii. Five teachers acquired teaching certificates and received bachelor's degrees.

In Guam, assistance was provided to 1,525 teachers, with efforts concentrated on assisting 92 full-time teachers hired for a limited term to acquire full certification.

In the Northern Mariana Islands, 344 of the 352 public school teachers took at least one training course. In addition, 17 of 66 private school teachers participated in the program. Nineteen teachers received an associate degree and 16 received a bachelor degree.

In the Marshall Islands, 188 public school teachers and 34 private school teachers participated in teacher training through this program.

Palau, 172 teachers participated in this program, acquiring the continuing training necessary for minimum teacher certification.

In the Virgin Islands, the program served a total of 285 teachers, 12 of whom received a degree and 22 became eligible for certification.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Haroldie Spriggs, (202) 357-6143

Program Studies : Ricky Takai, (202) 732-3630

PUBLIC LIBRARY SERVICES--GRANTS TO STATE LIBRARY AGENCIES (CDFA No. 84.034)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title I, P.L. 91-600, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1989).

Purpose: To establish, extend, and improve public library services to areas and populations that lack these services or have inadequate services; to make public library services accessible to persons who, by reason of distance, residence, handicap, age, literacy level, limited English-speaking proficiency, or other disadvantage, are unable to benefit from regularly available public library services; to help libraries serve as community information referral centers; to strengthen the capacity of the State library to meet the library needs of the people of the State; to support and expand the services of major urban resource libraries and metropolitan libraries that serve as national or regional resource centers; and to strengthen the capacity of libraries to keep pace with rapidly changing information technologies.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1957	$ 2,050,000	1982	$60,000,000
1960	7,500,000	1983	60,000,000
1965	25,000,000	1984	65,000,000
1970	29,750,000	1985	75,000,000 1/
1975	49,155,000	1986	71,774,000 1/
1980	62,500,000	1987	80,000,000 1/
1981	62,500,000		

1. Under P.L. 98-480, the Library Services and Construction Act Amendments of 1984, 1.5 percent of the amount appropriated for Titles I, II, and III is used for grants to Indian tribes and 0.5 percent used for grants to Hawaiian natives, under Title IV (Library Services for Indian Tribes and Hawaiian Natives) (see chapter 609 of this AER).

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

State libraries are mandated to improve library services in the following categories: disadvantaged persons; persons with limited English-speaking proficiency; all handicapped persons; elderly persons; literacy programs; areas without public library services; areas with inadequate services; and state institutions (prisons, etc.)

Services

State library annual reports from 1986 show that State and local public libraries provided an array of learning activities. These include statewide radio reading networks for blind persons; classes in English as a Second Language; tutoring services to help people with poor reading skills; the provision of braille publications and special typewriters for blind persons to produce their own braille documents; and the training of volunteers from the community to help students complete homework assignments after school hours.

Program Administration

In order to participate in the Title I program, State Library Agencies submit to Department of Education for its approval a multiyear State Federal Agreement (Basic State Plan) and a long-range plan for the next 3 to 5 years, which indicates how the State plans to meet State information needs and how library resources will be shared among participating libraries within the State. A State annual program report describing project activities is scheduled to be submitted to the Department 90 days after the end of the activity year.

Outcomes

The 1981 evaluation by Applied Mangement Services, Inc. (see section IV below) showed that 94 percent of the nation's public libraries attributed at least one new library activity or change in service to funding from Title I.

Recent State annual reports indicate that 25 percent of the Title I funds are used to improve public library services to the targeted population groups. The remaining 75 percent is used for general institutional support.

Improvement Strategies

In fiscal year 1987, the Department worked with State libraries:

- To encourage the extension of public library services to underserved or unserved counties and small towns;
- To increase their capacity to provide statewide public library services; and
- To encourage the development of public library services to persons who have limited English-reading proficiency, are physically handicapped, are institutionalized in State facilities, are elderly, or are otherwise disadvantaged.

IV. SOURCES OF INFORMATION

An Evaluation of Title I of the Library Services and Construction Act. (Silver Spring, MD: Applied Managment Sciences, Inc., January 1981).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 357-6303

Program Studies : Ricky Takai, (202) 732-3630

INTERLIBRARY COOPERATION AND RESOURCE SHARING--GRANTS TO STATE LIBRARY AGENCIES (CFDA No. 84.035)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title III, P.L. 91-600, as amended (20 U.S.C. 351 et seq.)(expires September 30, 1989).

Purposes: To establish, develop, operate, and expand local, regional, or interstate networks of libraries, including school libraries, academic libraries, public libraries, special libraries, and information centers. These networks are designed to coordinate library resources and to improve services to the Nation's citizens.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 375,000	1983	$11,520,000
1970	2,281,000	1984	15,000,000
1975	2,594,000	1985	18,000,000 1/
1980	5,000,000	1986	17,226,000 1/
1981	12,000,000	1987	18,000,000 1/
1982	11,520,000		

1. Under P.L. 98-480, the Library Services and Construction Act Amendments of 1984, 1.5 percent of the amount appropriated for Titles I, II, and III is used for grants to Indian tribes and 0.5 percent is used for grants to Hawaiian natives, under Title IV (Library Services for Indian Tribes and Hawaiian Natives)(see Chapter 609 of this AER).

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Recent State library annual reports show that State and local libraries used Title III funds to share materials among libraries. In addition, many regional, statewide, and local library computer-based networks were partially supported to provide access to the 2,700 commercial information data bases or, in many cases, to the holdings of many libraries in the region or State.

Program Administration

To participate in the Title III program, State libraries obtain the approval of a multiyear State/Federal agreement (Basic State Plan), a long-range plan of 3 to 5 years, citing the priorities for meeting the State's information needs and the manner in which library resources will be shared among all libraries, and an annual program of project activities. State annual reports are due 90 days after the conclusion of the year of activity.

Outcomes

Because of the apparent cost-sharing benefits of these projects, 24 States are now providing special State aid to library systems consisting of different types of libraries and networks for improvement of access to information resources.

Improvement Strategies

In fiscal year 1987, the Department worked with State libraries:

- To encourage active interest in the benefits of networks for all types of libraries, particularly small communities with inadequate collections; and

- To monitor the initial statewide resource sharing plans to address the issues of bibliographic access to computerized data bases and other communication systems for information exchange; to develop delivery systems for exchanging materials among libraries; to project computer and other technological needs for resource sharing; and to analyze and evaluate the States' library resource-sharing needs.

IV. SOURCES OF INFORMATION

A Study of Library Cooperatives, Networks, and Demonstration Projects (Silver Spring, MD: Applied Management Sciences, March 1978).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 357-6303

Program Studies : Ricky Takai, (202) 245-8877

LIBRARY LITERACY PROGRAM--DISCRETIONARY GRANTS TO STATE AND LOCAL PUBLIC LIBRARIES
(CFDA No. 84.167)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title VI, P.L. 98-480, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1988).

Purpose: To provide grants to State and local public libraries for the support of literacy programs.

Funding History

Fiscal Year	Appropriation
1986	$4,785,000
1987	5,000,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The Department of Education:

- Solicited recommendations for peer reviewers from State librarians. In addition to improving the peer review process during the second year of the program, the goal was to build a cadre of several hundred well-qualified reviewers, because the program requires approximately 100 to 150 reviewers.

- Published Library Literacy Program: Abstracts of Funded Projects, 1986, which briefly describes each of the 239 projects funded in FY 1986. The book will be used to respond to requests for information about the first set of grants made under this program.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

State public libraries coordinate and plan literacy programs and arrange for the training of librarians and volunteers to carry out such programs. Local public libraries promote the use of the voluntary services of individuals, agencies, and organizations in providing literacy programs; acquire library materials for literacy programs; and support the use of library facilities for literacy programs.

Improvement Strategies

Refinements and improvements continue to be made to the review process. In addition to building up a cadre of reviewers, the program has made several improvements in the internal management of the review process: the process was conducted by mail again this year, but improvements were made in the amount of time allowed for the review and in the system of tracking the process and providing assistance to the reviewers.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operation: Frank A. Stevens, (202) 357-6315

Program Studies : Ricky Takai, (202) 245-8877

LIBRARY CAREER TRAINING--DISCRETIONARY GRANTS TO AND CONTRACTS WITH INSTITUTIONS OF HIGHER EDUCATION AND LIBRARY ORGANIZATIONS OR AGENCIES (CFDA No. 84.036)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-B, (Section 222) P.L. 89-329 as amended by the Education Amendments of 1980, P.L. 96-374 of 1981, and by P.L. 99-498 (20 U.S.C. 1021, 1022, and 1032) (expires September 30, 1991).

Purpose: To assist institutions of higher education and library organizations and agencies in training persons in the principles and practices of librarianship and information science, including new techniques of information transfer and communication technology.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$1,000,000	1983	$640,000
1970	4,000,000	1984	640,000
1975	2,000,000	1985	640,000
1980	667,000	1986	612,000
1981	667,000	1987	659,000
1982	640,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

The Library Development Staff prepared and made available the booklet Library Career Training Programs: Abstracts of Funded Projects, 1987. Providing this publication to library schools, State libraries, State departments of education, and students seeking information about available financial assistance for library education is an extension of staff technical assistance.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Targeted groups included (1) persons who need training in the new techniques of information acquisition, transfer, and communication technology, and in planning, evaluation, and dissemination; (2) persons who need training in serving the interests of the underserved and the unserved; and (3) persons who want to advance professionally in management and to become library educators.

Program Aministration

The Department's peer review initiative to use persons in the field to review and evaluate proposals was followed for HEA Title II-B Technical Review. Ten groups of three persons (including nonlibrarians) reviewed and evaluated 40 applications for fellowships from institutions of higher education, library organizations, and agencies, and 8 applications for institutes from similar institutions and State Departments of Education.

Outcomes

A study of HEA II-B fellowships indicated that one-third of all recipients of doctoral fellowships are teaching or have taught in library and information science education programs. Almost one-half of this group are senior faculty, and one-third are deans, directors, associate deans, and associate directors. According to this study and annual performance reports, recipients had little difficulty in getting jobs.

According to responses from 83 percent of the FY 1984 grantees, 78.2 percent of this group had obtained full-time employment by the summer of 1984 (the remainder were still in school). The places of employment of the fellows after graduation were as follows:

Public libraries	12.7%
School libraries	9.1
Special libraries	16.4
Academic libraries	30.9
Other	9.1
	78.2%

Since the program began in 1965, grantees have been awarded 1,082 doctoral, 248 post-master's, 2,782 master's, 16 bachelor's, 53 associate's fellowships, and 77 traineeships for a total of 4,258 awards.

Improvement Strategies

1. For the FY 1988 Library Career Training Program, the Department will set priorities for concentrating the available funds. The concentration will provide fewer grants but more fellowships to each grantee. As a result of fewer grants, the staff will be able to monitor each project more closely and provide more individual technical assistance.

2. The peer review process is less costly than prior selection methods.

3. Adding institutes to the program has widened the availability of training for the targeted groups.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank A. Stevens, (202) 357-6315

Program Studies : Ricky Takai, (202) 732-3630

LIBRARY RESEARCH AND DEMONSTRATIONS-- DISCRETIONARY GRANTS TO AND CONTRACTS WITH INSTITUTIONS OF HIGHER EDUCATION AND OTHER ELIGIBLE AGENCIES, INSTITUTIONS, AND ORGANIZATIONS
(CFDA No. 84.039)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-B, (Section 223) as amended by the Education Amendments of 1980, P.L. 96-374, Section 201, by the Omnibus Budget Reconciliation Act of 1981, and by P.L. 99-498 (20 U.S.C. 1021, 1022, and 1033) (expires September 30, 1991).

Purpose: To make grants to and contracts with institutions of higher education and other public and private agencies, institutions, and organizations for research or demonstration projects related to the improvement of libraries, librarian training, and the dissemination of information derived from such projects.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$3,550,000	1983	$240,000
1970	2,171,000	1984	240,000
1975	1,000,000	1985	360,000
1980	333,000	1986	345,000
1981	250,000	1987	341,000
1982	240,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987, the following management initiatives were taken:

o The Library Research and Demonstration staff provided assistance in the development of four publications:

1. Check This Out: Library Program Models
2. Principal Selection Guide
3. What Works: Research About Teaching and Learning (2nd Edition)
4. Excellence on a Budget: School Library Services with Limited Resources.

- Issues in Library Research--Proposals for the Nineties is an 18-month project to identify and explore issues and areas expected to have the greatest future impact on the provision of library/information services. The project seeks to tap the knowledge and experience of specialists from both library and nonlibrary committees; to identify significant components of the broad issues or areas for further development as research plans; and to disseminate the results to the profession in order to encourage field-initiated research projects in those areas.

- Readers Are Leaders is a collaborative effort with the Center for the Book, Library of Congress that discusses the need for reading and literacy initiatives for the Bicentennial of the Constitution and the Year of the Reader Celebration.

- Field-initiated projects were selected from among 55 proposals. Three projects were funded for $279,672. For the first time since FY 1979, field-initiated proposals were submitted for review and evaluation under HEA II-B, Research and Demonstrations.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Three projects begun in prior years were continued in fiscal year 1987:

1. The Cooperative System for Public Library Data Collection, A Pilot Project

   This project sought to demonstrate a statistical data-gathering model under which State library agencies will standardize data collection practices for the Nation's public libraries. Fifteen States participated in the demonstration by standardizing their data collection instruments. As a result, the States have taken the main leadership role in this standardization project, with the Federal Government serving in a coordinating and guidance role. Standardization of the data being collected will enhance the reliability of the data and its expeditious collection.

2. Libraries and Literacy Education

   The University of Wisconsin, Madison, was awarded a contract to update a 1979 study of the nature and extent of literacy programs among the Nation's libraries. With that study as a background, a new survey-based study was conducted to update the findings of the earlier study, to assess the current status of libraries in literacy education, to identify and describe at least six exemplary literacy programs, and to assess the application and effectiveness of a new technology in literacy education services.

3. National Survey of Public Library Service to the Aging

This survey by the School of Communications, Libraries, and Information Science at Rutgers University is near completion. The study will identify, describe, and compare the extent and variety of services to older adults. The data collected from 328 libraries designated as exemplary by their State libraries show little progress since 1971 in program development for older adults, with services aimed largely at homebound and institutionalized people. Phase II will compare the data from the exemplary libraries with data from a representative sample of other U.S. public libraries.

Part of the project was a symposium held in April 1987, which focused on information and educational opportunities needed by older adults.

Program Administration

Program staff organized four meetings as part of the "Issues in Library Research--Proposals for the Nineties" project, which brought together prominent educators, business leaders, and librarians to identify issues in library and information science. Eleven papers were commissioned: librarians and nonlibrarians helped write these papers.

Improvement Strategies

The peer review process, involving persons in the library field working at home, is intended to save money for the Government and to provide wider involvement of people interested in libraries.

IV. SOURCES OF INFORMATION

Program files

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operation: Frank A. Stevens, (202) 357-6315

Program Studies : Ricky Takai, (202) 732-3630

STRENGTHENING RESEARCH LIBRARY RESOURCES--
DISCRETIONARY GRANTS TO MAJOR RESEARCH LIBRARIES
(CFDA No. 84.091)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-C, as amended by the Education Amendments of 1980, P.L. 96-374, Section 201, by the Omnibus Budget Reconciliation Act of 1981, and by P.L. 99-498 (20 U.S.C. 1021, 1022, 1041, and 1042) (expires September 30, 1991).

Purpose: To promote high-quality research and education throughout the United States by providing grants to help major research libraries maintain and strengthen their collections, and make their holdings available to other libraries and to individual researchers and scholars outside their primary clientele.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1978	$5,000,000	1984	$6,000,000
1980	6,000,000	1985	6,000,000
1981	6,000,000	1986	5,742,000
1982	5,760,000	1987	6,000,000
1983	6,000,000		

II. FY 1987 DEPARTMENTAL INITIATIVES

A special effort was made to improve technical assistance to grantees and applicants. Fiscal and program data prepared and published annually as a part of the program Abstracts brochure have been refined and widely disseminated; extensive telephone contacts have assisted in the preparation of applications and the guidance of project directors through problem, administrative, and program areas; site visits have helped smooth difficult administrative aspects of projects involving multiple institutions; draft applications have been reviewed and suggestions given for improvement; and detailed critiques have been prepared for unsuccessful applications.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

This program enables grantees to assist scholars and researchers throughout the nation by providing access to important research collections; preserving deteriorating original and other rare materials; acquiring distinctive, unique, and specialized materials; promoting cooperative activity among institutions with research libraries; and extending these benefits to as many institutions as possible, including previously unfunded institutions.

Program Administration

Decisions to award funds for this program are reached by means of a competitive review and evaluation process described in an approved technical review plan. Two peer review panels evaluate and rank applications, first on the applicant institution's status as a research library, and second on the quality of the project proposed in the application. Grants are made on the basis of evaluation by the reviewers, together with the judgment of the program staff. Peer reviewers are selected from a list of approximately 1,100 names of persons nationally recognized as experts in the research library community and related fields.

Outcomes

Thirty-seven projects benefiting 46 institutions were funded in FY 1987. Ten of these were grants to continue activities of special importance to researchers and scholars that will result in improved access to materials needed by many potential users.

Seventeen of the 37 grantees chose bibliographic control as the single area of project activity; they added new entries to national data bases, making additional research materials accessible to users.

Four grantees used Title II-C funds for advanced preservation techniques to make rare and unique materials more available.

Three institutions promoted cooperative activities by adminstering joint projects for 10 additional institutions.

Improvement Strategies

An amendment to the regulations governing this program, published in the Federal Register on November 22, 1985, permits a grant recipient to retain eligibility for 4 succeeding fiscal years. During this period, only the information required by Section 778.32 of the program regulations to establish the quality of the project is necessary for competition. This amendment reduces the paperwork burden and work hours on the part of the applicant, and it reduces the work hours of the review panel.

The Higher Education Amendments of 1986 made a further change by permitting institutions not qualifying as major research libraries to submit additional information or documents to support a claim to the national or international significance of a special collection held by the institution. This amendment provides an opportunity for smaller institutions to compete for funds on an equal footing with the large, established research libraries. Decisions are made on the quality of the proposed projects and their impact on the research community.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank Stevens, (202) 357-6315

Program Studies : Ricky Takai, (202) 732-3630

PUBLIC LIBRARY CONSTRUCTION--GRANTS TO STATE LIBRARY AGENCIES
(CFDA No. 84.154)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title II, P.L. 91-600, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1989).

Purpose: To provide the Federal share of funds for the construction of new public library buildings and for the acquisition, expansion, remodeling, or alteration of existing public library buildings; for the acquisition of initial equipment for any such buildings; or for any combination of the activities included in the LSCA definition of "construction" (including architects' fees and land acquisition).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1965	$30,000,000	1983	$50,000,000 1/
1970	7,807,250	1984	0
1975	0	1985	25,000,000 2/, 3/
1980	0	1986	21,533,000 2/, 3/
1981	0	1987	22,500,000 2/, 3/
1982	0		

1. The Emergency Jobs Act, P.L. 98-8, appropriated $50 million in FY 1983 for public library construction to be administered under the authority of the Library Services and Construction Act, Title II, program for public library construction. The act placed no time limit on the expenditure of funds.

2. Under the Library Services and Construction Act Amendments of 1984, 1.5 percent of the amount appropriated for Titles I, II, and III is used for making grants to Indian tribes and 0.5 percent is used for making grants to Hawaiian natives under Title IV (Library Services for Indian Tribes and Hawaiian Natives)(see Chapter 609 of this AER).

3. There is no time limit for the expenditure of construction funds.

II. FY 1987 DEPARTMENTAL INITIATIVES

In fiscal year 1987, the Department worked with State libraries:

- To complete the funding of public library construction projects supported by the Emergency Jobs Act and designed to create jobs for unemployed workers in areas of high unemployment; and
- To provide strategic technical assistance to State libraries.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

Recent State library annual reports show the Title II funds were expended at the local level for:

o Remodeling primarily to conserve energy and for the use of new technology	50 percent
o Construction of new buildings	25 percent
o Additions, acquisition costs, land purchases, and architectural fees	25 percent

Program Administration

State libraries conduct statewide competitions for selection of local public library construction projects. The Title II share of the State and local costs cannot exceed 50 percent of the cost of each construction project.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

IV. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 357-6303

Program Studies : Ricky Takai, (202) 732-3630

LIBRARY SERVICES FOR INDIAN TRIBES AND HAWAIIAN NATIVES--BASIC AND SPECIAL PROJECTS DISCRETIONARY GRANTS
(CFDA No. 84.163)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title IV, P.L. 98-480, as amended (20 U.S.C. 351 et seq) (expires September 30, 1989).

Purposes: (1) To promote the extension of public library services to Hawaiian natives and to Indian tribes living on or near reservations, (2) to encourage the establishment and expansion of tribal library programs, and (3) to promote the improvement of administration and implementation of library services for Indian tribes and Hawaiian natives by providing funds to establish new programs and to support ongoing ones.

Funding History 1/

Fiscal Year	Appropriation
1985	$2,360,000 2/
1986	2,211,000 3/
1987	2,410,000 4/

1. Under the Library Services and Construction Act Amendments of 1984, 1.5 percent of the appropriation for Titles I, II, and III is set aside for Indian tribes, and 0.5 percent is set aside for Hawaiian natives.

2. $1,770,000 for Indian tribes, $590,000 for Hawaiian natives.

3. $1,658,250 for Indian tribes, $552,750 for Hawaiian natives.

4. $1,807,500 for Indian tribes, $602,500 for Hawaiian natives.

II. FY 1987 DEPARTMENTAL INITIATIVES

Basic Grants

The majority of the 191 Indian tribes and Alaskan villages that received Basic Grants chose to purchase library materials and to pay the salaries of tribal library personnel. The number of Alaskan villages participating in the program increased approximately 60 percent as a result of efforts by the Alaska State Library, Project Trails, and the Department of Education program staff. In addition, some Indian tribes participated in the program for the first time.

One Basic Grant of $602,500 was made to the Hawaiian native organization recognized by the Governor of Hawaii. This single grant will serve the needs of special populations by supporting 16 projects to improve development of outreach programs, increase access, enhance evaluation, strengthen Hawaiian and Pacific library collections, and provide employment training for Hawaiians in library and information services.

Special Project Grants

Two Indian tribes will build new library facilities. The 15 remaining Special Project grantees will build additions to existing facilities, pay salaries of tribal members as library personnel, and strengthen their tribal archival collections.

Special Project Grants are available only to Indian tribes that have received a Basic Grant. Hawaiian natives are not eligible for Special Project Grants.

Administrative Costs

In an effort to reduce administrative costs, applications were reviewed by volunteer readers using the mail, instead of by a panel convened in Washington, D.C.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Only federally recognized Indian tribes and Alaskan villages, and organizations primarily serving Hawaiian natives are eligible to apply for assistance under this program.

Services

Both Basic and Special Projects Grants support the following public library services: training or salaries of tribal library personnel; purchase of library materials; promotion of increased awareness of tribal library needs; support of special library services; and construction, renovation, or remodeling of library buildings.

Improvement Strategies

Plans to improve program administration include increasing the number of qualified potential field readers, publishing the program abstracts earlier; increasing dissemination of program achievements; and increasing the monitoring of projects.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

The program is currently participating in an evaluation of the Indian and Hawaiian set-aside programs. The report by Pelavin Associates is scheduled to be completed in February 1988.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank A. Stevens, (202) 357-6315

Program Studies : Ricky Takai, (202) 732-3630

OFFICE OF RESEARCH
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: General Education Provisions Act (GEPA), Section 405, as amended by Title XIV of the Higher Education Amendments (HEA) of 1986, P.L. 99-498 (20 U.S.C. 1221e) (expires September 30, 1991).

Purpose: This program provides grants, cooperative agreements, and contract awards to institutions and individuals for the purpose of conducting research in education and learning.

Funding History

Fiscal Year	Appropriation 1/
1982	$53,389,000
1983	55,614,000
1984	48,231,000
1985	51,231,000
1986	20,519,000
1987	20,019,000

1. Appropriations for fiscal year 1982 through 1985 include funding for the regional laboratories and Education Research Information Clearinghouses (ERIC). Appropriation figures are not comparable between 1982-85 and 1986-87 because of the reorganization of Office of Educational Research and Improvement (OERI).

II. FY 1987 DEPARTMENTAL INITIATIVES

In FY 1987, the Office of Research provided continued support for 10 Research and Development Center, which were launched in FY 1986 for a 5-year period. The centers examine issues ranging from finance and governance of higher education, to the study of writing and reading. Some of the new centers focus on research in teaching, learning, and assessment in mathematics, literature, and content in the elementary school curriculum. Another new center will study how the school environment affects teachers and their teaching. New educational leadership and educational technology centers were planned for 5-year awards beginning in FY 1988.

Nine field-initiated grants were awarded to individuals to study a wide variety of research topics such as testing, desegregation plans, problems in educating handicapped students, and effective reading practices. In addition, several conferences were planned, including a major conference on civic and moral education. Research in higher education was focused on the problems of assessing educational progress and postsecondary learning. A major grant was awarded to study the problem of measuring the impact of specific school reforms, four regional conferences on research priorities were held and research fellowships were awarded.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The majority of the research funds are directed to universities and to researchers employed at colleges, universities, or institutions that sponsor or conduct research or analysis in the field of education. Smaller grants and contracts may support research conducted by individual researchers or educators.

Services

Research awards are designed to produce knowledge and information about issues and concerns that have been identified by educators, policymakers, or the public. Reports for all funded activities are distributed by the Office of Educational Research and Improvement, or by the grantees directly, through scholarly publications and educational journals, or through conferences and seminars, or by the ERIC.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sally B. Kilgore, (202) 357-6079
Emmett L. Fleming, (202) 357-6239

Program Studies : Ricky Takai, (202) 732-3630

SECRETARY'S DISCRETIONARY PROGRAM--
DISCRETIONARY ACTIVITIES TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION--
SECRETARY'S SPECIAL INITIATIVES
(CFDA No. 84-122)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA) of 1981, Section 583(a) as amended, P.L. 97-35 (20 U.S.C. 3851) (expires September 30, 1988).

Purpose: To support projects designed to meet the special educational needs of educationally deprived children or to improve elementary and secondary education consistent with the purposes of the ECIA.

Funding History

Fiscal Year	Appropriation
1983	$ 7,040,000
1984	6,290,000
1985	6,052,000
1986	2,918,000
1987	1,500,000

II. FY 1987 DEPARTMENTAL INITIATIVES

The Secretary of Education used about $1 million to fund a variety of unsolicited grant applications. The funded projects deal with issues in school reform, the improvement of educational opportunities for the disadvantaged, and the dissemination of proven education methods. Additional funds supported activities such as the Presidential Scholars Program, publication of Schools that Work: Educating Disadvantaged Children, and part of the Secondary School Recognition Program.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The discretionary activities provide services to elementary and secondary students, teachers, and administrators.

Services

Four programs are currently mandated by Section 583(b) of the ECIA: Inexpensive Book Distribution, Arts in Education, Law-Related Education, and the National Diffusion Network. Services provided by each are described in separate chapters of the Annual Evaluation Report. The remaining funds are used for initiatives that address unmet national needs, as described in section II.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Bill Wooten, (202) 732-3566

Program Studies : Valena Plisko, (202) 732-1958

SECRETARY'S DISCRETIONARY PROGRAM--DISCRETIONARY ACTIVITIES TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION-- NATIONAL DIFFUSION NETWORK
(CFDA No. 84.073)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA) of 1981, Section 583(c) as amended by the Higher Education Amendments of 1986, P.L. 99-498 (20 U.S.C. 3851) (expires September 30, 1988).

Purpose: To promote and accelerate the systematic, rapid national dissemination and adoption by public and nonpublic educational institutions of education practices, products, programs, and processes developed by local school districts, colleges and universities, and other public or private nonprofit organizations, agencies, or institutions. Effectiveness has been verified by the Program Effectiveness Panel, and content and program design have been approved by the Program Significance Panel of the Department of Education.

Funding History

Fiscal Year	Appropriation 1/	Fiscal Year	Appropriation
1974	$9,100,000	1983	$10,000,000
1975	8,400,000	1984	10,000,000
1980	10,000,000	1985	10,700,000
1981	8,800,000	1986	10,200,000
1982	10,000,000	1987	10,700,000

1. Funding figures from FY 1974 through FY 1986 represent estimates of spending on NDN through the Secretary's Discretionary Program. FY 1987 was the first year NDN received a separate appropriation.

II. FY 1987 DEPARTMENTAL INITIATIVES

During FY 1987, the Department's principal initiatives for the National Diffusion Network (NDN) were as follows:

- To disseminate more information in the Secretary's priority areas, especially in math and science;
- To identify and validate new programs in the Secretary's priority areas and other underrepresented areas, such as the humanities and history and civics;
- To increase the number, quality, and geographic spread of adoptions of exemplary programs;
- To identify, through the Secondary School Recognition Program, a national group of exemplary secondary schools, and to disseminate information about their programs, policies, and practices;

- To broaden the dissemination base of the NDN by adding a new category of projects (Dissemination Process Projects) and by having the grantees serving as State Facilitators disseminate information about the Educational Resources Information Clearinghouse, Regional Labs and Centers, and the schools recognized by the School Recognition Program; and
- To improve the services to private school children by adding a Private School Facilitator project to serve private schools across the country.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The NDN is designed to serve all schools in the Nation. NDN programs have been adopted by schools of every type--rural, urban, and suburban--and for many target populations, including handicapped students, socioeconomically disadvantaged students, students with limited English proficiency, migrant students, and functionally illiterate adults (IV.1).

Services

The NDN currently funds programs in reading, writing, health, history and civics, math, the humanities, and science. Programs are also funded in special education, gifted and talented education, adult literacy, and projects to improve teaching and the quality of instruction. In addition, all States, the District of Columbia, Puerto Rico, and the Virgin Islands now have a State Facilitator project that links the education programs with the local schools interested in adopting them. The Private School Facilitator project also serves all of these areas.

Program Administration

Project and facilitator grants are awarded competitively and may last as long as 4 years, depending on performance and availability of funds. Contracts are also awarded competitively to provide technical assistance to NDN grantees and to identify and assess promising practices (IV.1).

Outcomes

During the 1986-87 school year, 22,025 schools adopted National Diffusion Network programs, 5,763 administrators and 60,029 teachers were trained, and approximately 2,695,000 students participated in programs (IV.1).

Those who have adopted NDA programs report that the benefits of adoption are substantial. These results are being achieved at costs that are modest compared with those of many Federal demonstration programs (IV.2).

IV. SOURCES OF INFORMATION

1. Program files.
2. A. Michael Huberman, David Crandall, et al., The Study of Dissemination Efforts Supporting School Improvement, Vols. I-X (Andover: The Network Inc., 1982).

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Lee Wickline, (202) 357-6134

Program Studies : Valena Plisko, (202) 732-1958

SECRETARY'S DISCRETIONARY PROGRAMS FOR MATHEMATICS, SCIENCE, COMPUTER LEARNING, AND CRITICAL FOREIGN LANGUAGES
(CFDA No. 84.168)

I. PROGRAM PROFILE

Legislation: Education for Economic Security Act (EESA), P.L. 98-377, Section 212, as amended by the National Science, Engineering, and Mathematics Act of 1986, Part B, Section 229, Title II, P. L. 99-159 (20 U.S.C. 3972) (expires September 30, 1988).

Purpose: This program provides support for projects designed to improve the quality of teaching and instruction in mathematics, science, computer learning, and critical foreign languages.

Funding History

Fiscal Year	Appropriation
1985	$9,900,000
1986	3,875,000
1987	7,200,000

II. FY 1987 DEPARTMENTAL INITIATIVES

None.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

Services

- Mathematics and Science: The major emphasis of the 1987 program was teacher training. Twenty-five projects were supported through Secretary's Discretionary Program funds to increase teachers' knowledge and understanding of mathematics and science at the elementary and secondary school levels. A majority of the projects were collaborative programs among school districts, universities, science museums, and the business community.

- Critical Foreign Languages: This program provides support to institutions of higher education to improve and expand foreign-language instruction. As in the two previous years, the Secretary continued to emphasize the importance of improving foreign-language instruction at the secondary level, and the even greater importance of expanding instruction down to the elementary and middle-school levels. Twenty new programs were supported in 1987 under this program.

- Other Discretionary Activities: During 1987, support was again provided for three children's educational television series in science, mathematics, and technology. These are: "Voyage of the Mimi," "3-2-1 Contact," and a new daily math series, "Square One," which aired for the first time in 1987.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Bill Wooten, (202) 732-4377

Program Studies : Valena Plisko, (202) 732-1958

LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT
(CFDA No. 84-178)

I. PROGRAM PROFILE

Legislation: The Higher Education Act, P.L. 89-329, as amended by P.L. 99-498, Title V, Section 501(a) in part (20 U.S.C. 1109-1109d) (expires September 30, 1991).

Purpose: To provide funding for the establishment or operation of training and technical assistance centers in each State for upgrading the leadership skills of elementary and secondary school administrators. Projects focus on leadership, management, problem solving, goal setting instructional analysis, communication, time management, and budgetary skills.

Funding History

Fiscal Year	Appropriation
1986	$ 7,176,000
1987	7,177,000

II. FY 1987 DEPARTMENTAL INITIATIVES

Congress has enacted the Higher Education Technical Amendments Act of 1987, which authorizes grant assistance for support of technical assistance centers in Guam, Puerto Rico, American Samoa, the Virgin Islands, the Trust Territory of the Pacific Islands, and the Northern Mariana Islands. Before these technical changes were enacted, only the 50 States and the District of Columbia were eligible to apply for grant assistance under the LEAD program. A competition will be held in early FY 1988 to award FY 1987 funds to support Leadership in Educational Administration Development (LEAD) technical assistance centers in these places. Second-year continuation funding will be provided for the 51 centers awarded grants in FY 1987.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

None.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations: Hunter M. Moorman, (202) 357-6173

Program Studies : Valena Plisko, (202) 732-1958

APPENDIX

EVALUATION CONTRACTS ACTIVE IN OPBE DURING FISCAL YEAR 1987

Evaluation Contracts Active in OPBE During Fiscal Year 1987

Printed: 28-Mar-88

ELEMENTARY AND SECONDARY EDUCATION DIVISION

FY	Funding Amount	Description of Contract	Contractor & Contract No.	Start Date	End Date	OPBE Project Officer
85 86 87	$899,929 892,078 899,945	Operation of ECIA Chapter 1 Technical Assistance Center, Region 1, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Educational Testing Service Princeton, N.J. 300-85-0195	01-Oct-85	30-Sep-88	Essl
85 86 87	$899,937 892,877 899,971	Operation of ECIA Chapter 1 Technical Assistance Center, Region 2, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Advanced Technology, Inc. Indianapolis, Indiana 300-85-0196	01-Oct-85	30-Sep-88	English
85 86 87	$899,907 892,707 900,002	Operation of ECIA Chapter 1 Technical Assistance Center, Region 3, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Educational Testing Service Princeton, New Jersey 300-85-0197	01-Oct-85	30-Sep-88	Essl
85 86 87	$900,000 918,135 939,958	Operation of ECIA Chapter 1 Technical Assistance Center, Region 4, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Northwest Regional Laboratory Portland, Oregon 300-85-0198	01-Oct-85	30-Sep-88	English
87	$750,000	A national study of the ECIA Chapter 1 Neglected or Delinquent program, to obtain information on program operation, administration and effectiveness.	Westat, Inc. Rockville, Maryland 300-87-0124	01-Oct-87	30-Sep-90	Hardcastle
83 84 86	$1,514,000 2,819,352 1,029,731	A national longitudinal evaluation of the effectiveness of services for language-minority, limited-English-proficient students.	Development Associates, Inc. Arlington, Virginia 300-83-0030	01-Dec-82	20-Jan-88	Shuler
85	$438,591	Addition of limited-English-speaking Native American students to the national longitudinal evaluation.	Development Associates, Inc. Arlington, Virginia 300-85-0175	17-Sep-85	31-Mar-88	Shuler
85 86 87	$124,551 476,859 214,343	Development, field test, and refinement of procedures and materials for evaluating the impact on achievement of LEA projects funded under Title VII, ESEA (Bilingual Education).	SRA Technologies, Inc. Mountain View, California 300-85-0140	08-Jul-85	08-Feb-88	English

FY	Funding Amount	Description of Contract	Contractor & Contract No.	Start Date	End Date	OPBE Project Officer
87	$231,230	Synthesis of available research and databases on the Chapter 1 Migrant Education Program.	Applied Systems Institute Washington, D. C. 300-87-0161	01-Oct-87	31-Jul-88	English
86 87	$588,695 780,000	Data analysis and technical support, to provide on-call processing and education analysis capability. The major tasks involve compiling data bases and performing data analysis or simulations, organizing and displaying information for use by the Department, and producing technical papers and reports.	Decision Resources Corporation Washington, D. C. 300-86-0094	30-May-86	28-Feb-88	Coates
87	$263,493	Case studies of effective educational practices for Chapter 1 Migrant students.	Development Associates Arlington, Va. 300-87-0133	01-Oct-87	30-Mar-89	English
87	$123,752	A case study of disadvantaged school districts serving high ability students in Mathematics, Science, and Foreign Language.	Cosmos Corp. Washington, D.C. 300-87-0152	01-Oct-87	30-Sep-88	Kirschenbaum
85 86	$223,528 519,922	Data analysis support contract to carry out data gathering and analytic work to provide background information for work of OPBE staff.	Policy Studies Associates Washington, D. C. 300-85-0103	23-Sep-85	22-Sep-88	Essl
86 87	$588,695 780,000	Data analysis and technical support, to provide on-call processing and education analysis capability. The major tasks involve compiling data bases and performing data analysis or simulations, organizing and displaying information for use by the Department, and producing technical papers and reports.	Decision Resources Corporation Washington, D. C. 300-86-0094	30-May-86	28-Feb-88	Coates

POSTSECONDARY EDUCATION DIVISION

FY	Funding Amount	Description of Contract	Contractor & Contract No.	Start Date	End Date	OPBE Project Officer
84 85 86	$138,650 209,715 80,981	Purchase of proprietary data on freshman college students for Higher Education Research Survey on fall enrollments. Financial aid, attitudinal, economic and demographic information obtained from sample of 250-300,000 students.	HERI, UCLA Los Angeles, California 300-84-0163	29-Jun-84	01-Jul-87	Bart

FY	Funding Amount	Description of Contract	Contractor & Contract No.	Start Date	End Date	OPBE Project Officer
84 85 86 87	$130,000 140,000 0 52,000	The Higher Education Surveys each year provide the Department with two policy-relevant, quick response surveys from a sample of institutions of higher education. (Supported by ED, NSF, and NEH.)	Westat Research Corp. Rockville, Maryland (Funds transfer to NSF)	01-Oct-85	30-Sep-90	Berls
85 86 87	$300,000 65,000 148,107	Technical support for planning and analysis of postsecondary programs, to provide the Department with secondary data collection and quick response analytical capability for policy and budgetary analysis and program planning.	Applied Systems Institute, Inc. Washington, D. C. 300-83-0180	01-Apr-83	14-Dec-87	Morrissey
87	$328,742	The College Cost Containment Project consists of three studies of various methods of reducing the cost of higher education.	Cresap, McCormick and Paget Washington, D. C. 300-87-0127 Harford Community College Bel Air, Maryland 300-87-0128 The Washington Library Consortium Washington, D. C. 300-87-0126	30-Sep-87	30-Sep-88	Henschel

MULTILEVEL AND SPECIAL POPULATIONS DIVISION

85 86 87	$474,043 548,418 1,[illegible]	The data processing and analysis center analyzes and synthesizes findings of pertinent past and current research and evaluation studies; analyzes existing relevant and complex data bases; develops models; conducts case studies; and performs literature searches and reviews.	Pelavin Associates, Inc. Washington, D. C. 300-85-0184	01-Oct-85	30-Sep-88	Rhett
84 85	$534,000 81,000	A study of recent trends in the Vocational Rehabilitation Program's caseloads and placement patterns.	Econometrics, Inc. Bethesda, Maryland 300-84-0250	01-Sep-84 Cancelled	30-Jan-87 31-Oct-87	Kirschenbaum
85 87	$438,795 $9,481	Analysis of rehabilitation services in the proprietary sector: a study to identify and analyze factors contributing to the rapid growth of private sector rehabilitation services.	Berkeley Planning Associates Berkeley, California 300-85-0141	01-Jul-85	30-Jan-88	Kirschenbaum

Evaluation Contracts Active in OPBE During
Fiscal Year 1987

Printed: 28-Mar-88

FY	Funding Amount	Description of Contract	Contractor & Contract No.	Start Date	End Date	OPBE Project Officer
87	$50,000	Public Opinion Polling on issues in education.	S. W. Morris & Co., Inc. Chevy Chase, Maryland 300-87-0122	25-Aug-87	25-Aug-90	Kirschenbaum
83 84 85 86	$800,000 500,000 725,000 475,953	Description and longitudinal survey of immersion programs for bilingual students.	SRA Technologies Mountain View, California 300-83-0250	01-Oct-83	30-Mar-89	Baker
84 85 86	$136,394 225,000 27,408	Examination of the state of the art of methods used to identify students for eligibility for bilingual education programs.	Pelavin Associates Washington, D. C. 300-84-0268	30-Sep-84	30-Mar-88	Baker
85 86	$500,000 104,822	A survey of the attitudes and educational preferences of parents of several groups of language minority children.	Educational Testing Service Princeton, New Jersey 300-85-0208	30-Sep-85	30-Jun-88	Baker
86 87	$498,649 499,963	A planning study to develop alternative designs for an impact study of vocational rehabilitation programs.	Berkeley Planning Associates Berkeley, California 300-86-0115	30-Sep-86	30-Sep-88	Baker

NATIONAL ASSESSMENT OF VOCATIONAL EDUCATION

FY	Funding Amount	Description of Contract	Contractor & Contract No.	Start Date	End Date	OPBE Project Officer
85 86 87	$160,976 187,020 3,590	A study of State and local planning for, and early implementation of, the Carl D. Perkins Vocational Education Act.	E. H. White Company Washington, D. C. 300-85-0166	30-Sep-85	30-Nov-87	Muraskin
87	$1,259,861	The vocational education support and analysis center conducts studies and analyses which provide information to help meet the mandated requirements of the National Assessment.	Decision Resources Corporation Washington, D. C. 300-87-0019	30-Dec-86	30-Dec-88	Wirt/Meyer
87	$430,000	A study of how States and school districts have responded to the requirements of the Carl D. Perkins Vocational Education Act.	Abt Associates, Inc. Cambridge, Massachusetts 300-87-0106	30-Jun-87	30-Dec-88	Muraskin
87	$200,000	A descriptive study of vocational education programs for adults of limited-English-speaking abilities.	Development Associates, Inc. Arlington, Virginia 300-87-0123	30-Sep-87	30-Sep-88	Muraskin
87	$248,986	A comparative study of vocational education programs at selected post-secondary institutions.	Industrial Technology Institute Ann Arbor, Michigan 300-87-0126	30-Sep-87	30-Sep-88	Goodwin

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